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The Playground

JUNE, 1924

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No. 3

The Playground

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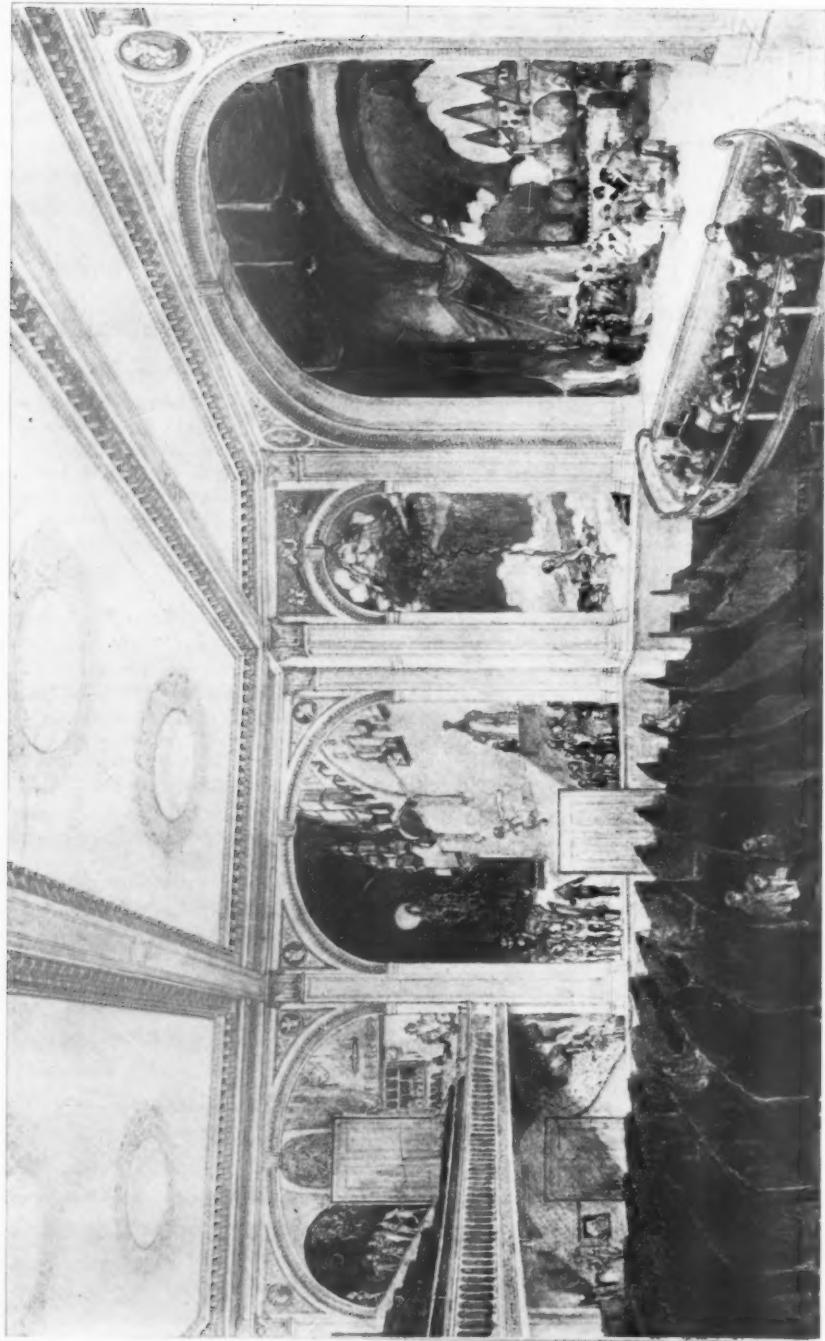
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The Playground

Vol. XVIII, No. 3

JUNE, 1924

The World at Play

A Traction Company with a Heart.—In response to the statement of the Citizens' Committee on City Plan that the small neighborhood parks of Pittsburgh are overcrowded while the large parks are hardly used at all, the Pittsburgh Railways Company, in a half-page newspaper advertisement, announces a trial fare reduction for Sundays through the spring. If the patronage justifies it the trial reduction will be made permanent. "We can't take the Parks to the People, but we can take the People to the Parks."

Better Homes in America.—Better Homes in America, of which James Ford is Executive Director, in preparing for the Demonstration Week, May 11 to 18, issued two pamphlets helpful to citizenship activities. One of them—*Better Homes in America*—is a guide book containing detailed suggestions on how to organize a Better Homes demonstration. Copies of this practical pamphlet may be secured at 10 cents each from the Headquarters of the movement at 1653 Pennsylvania Avenue, Washington.

The second application is called *Why and How to Teach Civic Effectiveness* as illustrated by school participation in the community Better Homes campaign. It has been prepared by Miss Elizabeth Carlisle, Head of the Civics Department, Washington Junior High School, Port Huron, Michigan, under whose leadership the civics class students planned and built as part of their regular school work a five-room house suitable for industrial workers. The work was so effectively done that Port Huron received first prize in the nation-wide competition for better homes promoted in 1923. Miss Carlisle's article is based on this experience and has the real merit of revealing how instruction in civics may be rendered interesting and vital.

A Five Year Health Demonstration.—The

Child Health Demonstration Committee, associated with the American Child Health Association for the supervision of the Commonwealth Fund program, has announced the fourth in the series of five-year health demonstrations which it is conducting. The city or county awarded the demonstration must have a population between 20,000 and 75,000 and must be located in one of the following states: Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington or Wyoming.

The selection of the center for the demonstration will be based upon a careful review of the whole health situation and the needs of the community. The paramount consideration, however, in making the choice will be the sincerity of the community's desiring to develop a complete and rounded child health plan for the community as a whole. The readiness shown by citizens and public officials to assume early and increasing responsibility—financial and otherwise—will be one of the tangible evidences of the probable success of the undertaking.

The demonstration will include all matters related to child health from the pre-natal period through school age. Stress will be laid upon teaching school children the necessity for being healthy in order to enjoy their games as well as to advance their education. The development of health habits and the correction of physical defects will also be considered essential. The community's responsibility for providing a safe supply of milk, wholesome living conditions, playgrounds and other necessities for the growth of its children are additional factors which will be emphasized in the community program.

The Committee is already conducting three demonstrations—one at Fargo, North Dakota; another in Rutherford County, Tennessee, in the rural areas of the South, and a third in Athens, Georgia.

A Coming Health Conference.—The second annual meeting of the American Child Health Association will be held in Kansas City, Missouri, October 15 to 17. This meeting will bring together the lay members of the American Child Health Association and an eminent group of physicians, nurses, public health specialists, educators and others in various scientific fields connected with child health investigations.

An International Conference.—At the International Town Planning Conference to be held at Amsterdam, Holland, July 2 to 9, one of the two principal subjects for discussion will be *Park Systems and Recreation*. Professor Hubbard, of Harvard University, will present one of the main papers. The Conference will be held under the auspices of the International Garden Cities and Town Planning Federations.

Annual Health Education Conference.—At the invitation of the Massachusetts Institute of Technology, a working conference in Health Education is to be held June 23 to 28 at Cambridge, Massachusetts. The conference, called by the Health Education Division of the American Child Health Association, will be limited to 100. Registration must be made in advance. Address Emma Dolfinger, 370 Seventh Avenue, New York City.

A New Bureau of Recreation.—C. H. English, who has had long experience in recreation in Chicago; Omaha, Nebraska; Wilkes-Barre, Pennsylvania, and other cities, is now serving as Supervisor of Playgrounds in the new department known as the Bureau of Recreation which has been created in the Chicago Department of Education.

The Bureau of Recreation has three divisions: one, the Department of Playgrounds with 61 year-round, equipped, supervised playgrounds; two, the Department of After-School Play with 117 partly equipped but supervised playgrounds; three, the division which has to do with recreation activities in the community centers of which there are twenty-one. The budget for the current year is \$750,000.

Mr. English is working out a system of contests which recognizes only team championships. The advantages of such a plan, Mr. English points out, are that more participants

can be brought in, a team loyalty will be created instead of individual vanity, and the possibility will be eliminated of exploiting one individual at the expense of another. As an example of the plan, Mr. English quotes a baseball pitching tournament in which a five-man team will represent each ground in the district tournament and the finals will have eight five-man teams to compete for honors.

Recreation and Municipal Appropriation.—The Board of Recreation of Bridgeport, Connecticut, has had a year of active and successful service. Seventy-nine teams played in baseball leagues; twenty-seven in soccer leagues and sixty-six in basket ball. There were 1,825 entries in local tournaments in tennis, golf, swimming, track and field and bicycle races, and fifty-eight for out-of-town competitions; 8,691 permits were issued for the use of facilities, while the participants in active recreation reached the total of 449,404. Of this number 66,752 were attendants at the playgrounds. It is estimated that spectators at the various events such as band concerts, track meets and baseball games numbered over 1,200,000. To put it briefly, last year the active population of the city was served ten times over by the Board of Recreation.

"It seems to be the lot of this important department," comments the *Bridgeport Sunday Herald* of April 20, "to receive less and less in working capital or money each year, while the duties and functions are continually increased. Some day the powers-that-be in Bridgeport will awaken to the fact that supervised recreation is the first step in making sturdy citizens, and the Board of Recreation may rightfully come into its own in the just and proper apportionment of public funds."

With the City Managers.—The Tenth Year Book of the City Managers' Association is now ready for distribution and may be secured at 50 cents a copy from the headquarters of the Association at Lawrence, Kansas. In addition to the discussion it presents of various phases of the city manager plan and its program throughout the country, it also contains the proceedings of the Tenth Annual Convention held in Washington.

Elizabeth, New Jersey, Makes Its Annual Report. — The Board of Recreation

Commissioners of Elizabeth, New Jersey, has issued its fourteenth annual report in the form of an attractively illustrated pamphlet. In an interesting chart presenting playground growth during a thirteen-year period, the attendance at the playgrounds is shown to have increased from 25,059 in 1910 to 420,048 in 1923.

A Real Achievement.—On March 25 colored citizens of Hampton, Virginia, received the deed to the community house, which had been in operation for a number of years and on which they recently made the final payment. The money for this house was all raised by the colored committee and the colored community of 3,000 people. Some of it was donated by the white citizens of the community, but only upon the solicitation of the colored committee. The raising of the money necessary to purchase the house at a time when money raising requires a maximum of effort is a noteworthy accomplishment of which the colored citizens of Hampton may well be proud.

A Community House for Nashua.—Through the co-operation of the Good Will Institute and the Community Council of Nashua a seven-room house has been purchased in a central location for use as a community house. The Community Council will have its headquarters in the building, and provision will also be made for club rooms and for the headquarters of the Recreation Commission. In the community house a meeting place will be made possible for the many foreign groups of the city who are anxious to have a place where they may come together.

Arbor Day was celebrated on all the playgrounds of Nashua, the children planting trees and flowers as part of the plan to beautify the playgrounds.

New Buildings in Sacramento.—The Sacramento Department of Playgrounds has recently opened a delightful and useful little clubhouse; a second, on a new playground opened May 1st, is about completed. A third clubhouse will be under construction within a month and work on a fourth will begin within two months. About the middle of May the second municipal golf course was opened to the public.

Including the camp buildings, Sacramento has erected forty-one buildings for recreation

purposes since George Sim became Superintendent of Recreation a little over five years ago.

The Krietenstein Memorial Playground.—Terre Haute, Indiana, has recently acquired a church playground, made possible through the generosity of George Krietenstein, who is equipping the vacant lot in back of the church in memory of his mother and father and of his son who died in the World War.

Shouldering Their Responsibility.—The Kiwanis and Rotary Clubs of Princeton, Indiana, have taken responsibility for giving the boys of the community the Athletic Badge Tests of the Playground and Recreation Association of America. Nothing is more encouraging than the growing feeling of responsibility on the part of the men of our communities for the health and happiness of the younger generation.

What Do You Boost?—*Chicago Commerce*, the official organ of the Chicago Association of Commerce, in its issue of April 12th, 1924, gives a number of replies to a question put by the Association to business men and others, the question being, "When you entertain a guest not from Chicago, or write a booster letter about your city, what do you tell them that they ought to see and why?" Among the replies is one by Colonel A. A. Sprague, Commissioner of Public Works and Democratic candidate for the U. S. Senate.

Mr. Sprague begins his reply as follows: "To my mind, the pep and the punch that are pushing Chicago toward its destiny as the foremost city in the world is largely due to the fact that the city is providing healthful, beneficial recreation for the leisure time of all groups and ages.

"The lake, with its limitless supply of pure water, the twenty-one miles of bathing beaches, the splendid system of parks and boulevards, the playgrounds and athletic fields, and the municipal recreation pier have all not only made Chicago famous, but have afforded to its citizens the needed recreation to enable them to perform their daily tasks with a zest and zeal that can only result in civic and commercial supremacy."

A Pilgrimage to the Mountain Top.—Not every community has Mount Hood, Oregon's

beautiful skyscraper, at its door, but many a community can take a tip from the Portland Chamber of Commerce and make the most of its own peculiar possessions. Realizing that many residents of Portland have never been near Mount Hood, the Outdoor Recreation Committee has arranged an overnight automobile trip from Portland to the summit of the mountain. The trip will be made by easy stages with luncheon at Hood River and dinner at Cloud Cap, returning the next afternoon.

Bok Buys for Florida.—Edward W. Bok has authorized the Commissioners of Polk County to buy 2,500 acres at the headwaters of the Walkinthewater Creek for a public reservation for the people of Florida. The park will be left largely in its natural state, although Mr. Bok plans to see that roads are built to make the park accessible.

Some Craftsmanship Activities in Chicago.—The school playgrounds of Chicago, according to the March-April issue of *Parks and Recreation*, have had a revival of the ancient and honorable art of whittling. One of the large stores of the city has given counter space to the exhibit, and all kinds of entries have been displayed from a complete building to the smallest of carvings. One boy made a model approximately thirty inches in length of the Santa Maria replica in the Jackson Park lagoon.

Whittling will constitute a feature of another contest to be held in Chicago in the park and playground centers. This is to be a whistle making contest. At the final contest each entrant will be given a uniform sized piece of willow from which he will make the best whistle possible.

A competitive exhibit of home-made crystal radio sets is one of the latest events at Palmer Park of Chicago. In conducting this exhibit an antenna was strung outside the building and each entrant was given a limited time on the wire to see how remote a station he could pick up. The sets exhibited numbered well over a hundred. Awards were made for the most novel, best finished, simplest and most elaborate outfits, for the best workmanship among the girls, and the neatest and most finished production by the boys.

A Good Time Once a Week.—Mrs. B. L.

Langworthy, National Chairman of Recreation and Social Standards of the National Congress of Mothers and Parent-Teacher Associations, has suggested to local Parent-Teacher groups that in every association throughout the country there be a recreation group either as a department of the Committee on Recreation and Social Standards or as a separate activity which shall have one task—that of having a good time once a week.

"These good times," says Mrs. Langworthy in the May, 1924, issue of the *Child-Welfare Magazine*, "may take such forms as hikes-with-bacon-bat, swimming party, snow picnic, charade party (amateur theatricals), automobile picnic, mountain climb, skating, tennis, tea or any of the other delightful activities that the Playground and Recreation Association of America, 315 Fourth Avenue, New York City, tells about. This group will vary in numbers, of course, from five to fifty or more people, but always there will be some definite plan that shall take the pleasantest excursions, points of interest that are within reach of every town but which are generally ignored by the inhabitants thereof until strangers inquire about them.

"In the group, high school boys and girls, the young men and women of the community and the older ones shall learn to do things together, with sympathy and joy, and the pleasantest days will result from this combination. But sometimes the group will plan something just for the mothers who want to go by themselves, or for the fathers who like to go fishing alone. And sometimes they will plan a trip for only the boys and girls with a jolly teacher or parent companion."

Neighborhood Activities in Cincinnati.—In March Cincinnati Community Service held a song contest which was open to Mothers' Clubs from all parts of the city. The Evanston Mothers' Club singing *Sweet and Low* proved to be the winner of the contest. The program aroused much enthusiasm.

During the winter spelling matches were conducted at the various centers. In March contestants who had qualified from five centers participated in the inter-center match. The affair was a great success. Shyness and self-consciousness were broken down and the members of the different centers were brought into happy companionship.

An Egg-Rolling Contest in Elmira.—A perfect day, a record attendance and a most enjoyable time for every one signalized Elmira's first egg-rolling contest held on the Reformatory lawn under the auspices of the Elmira Elks Lodge No. 62, which, at the request of Elmira Community Service, took charge of the activity. It was estimated that approximately 10,000 people attended the festivity, more than 2,000 of whom were children who participated in the frolic.

At the conclusion of the last race the canvas coverings over a huge object were drawn aside, disclosing an immense Easter egg. When the egg broke apart, Miss Helen Wood, daughter of Mayor Wood, appeared dressed as Liberty.

Community Singing and Citizenship.—During February Community Service of Cincinnati, Ohio, organized a club of foreign-born citizens which is meeting monthly at the American House. A part of the program is the learning of American folk songs and the folk songs of other countries as they are sung in English. In teaching the songs it is necessary not only to teach the words and the music but also the pronunciation of the words and the association of the spoken word with the printed character on the song sheet.

An Easter Carol Service.—At eight-thirty on Easter morning the school children of Moberly, Missouri, and many older citizens as well, met on the High School grounds for Easter carol community singing.

"The public schools," writes Miss Margaret Leighton, of the Young Women's Christian Association, who promoted the program, "had a large part in the success of the plan. For some time preceding Easter the hymns were practiced by the children in the schools under the direction of the teachers." The Girl Reserves of the Young Women's Christian Association also took part in the program.

The hymns which were sung on Easter were published a few days earlier in the local paper, so that those attending might have the words of the songs with them. Twenty minutes were devoted to singing.

Patriots' Day in Massachusetts.—On April 19 Boston, Cambridge, Brookline, Somerville, Medford, Arlington and Lexington, Massachu-

setts, held a joint celebration of Patriots' Day under the auspices of the Public Celebrations Association, of which E. B. Mero is Secretary. The chief features of the program were the rides of Paul Revere and of William Dawes, who was sent on the same errand as that which caused the more famous ride of Paul Revere. Accompanied by a mounted escort each rider followed the route of the two historical rides, stopping at stated times in the towns participating, where appropriate exercises were held.

It is hoped that in 1925, the 150th anniversary of the events which Patriots' Day commemorates, the complete historical events of the entire day of the 19th of April, 1775, may be reproduced in pageant form.

The Masque of the Harvesters.—The Twentieth Community Service School presented at the Class Day program a masque entitled *The Harvesters*, developing the theme of the power of Service to feed the Hungry Heart and enlarge the Stunted Spirit. Details of the production may be obtained from THE PLAYGROUND.

"Tell Me, Where Is Fancy Bred?"—Much interest has been aroused by a discussion of the place of *Fantasy* in human life. The discussion began at a meeting for the consideration of the meaning of leisure. One speaker declared, "Fantasy is a rich possession of the human race. We enjoy in fantasy the things that we do not possess in fact. Leisure offers the same kind of escape from the cares of our complex civilization."

Another carrying on the discussion declared that the statement was so "partial" that it seemed to him to be "misleading." "Surely human fancy has put more burdens on human life than it has ever relieved it of. The horrible fancies and tales greatly outnumber the beautiful or cheerful ones; and this is true of all the prophets, poets, and imaginative writers down to the present moment. It is emphatically true of the Bible, Dante, Shakespeare, Luther, and Milton. Even Pilgrim's Progress contains more gloomy pictures than cheerful ones. The fiction of the present day is much more horrifying and disgusting than it is uplifting or sustaining."

He also added that the durable satisfactions of life do not come primarily from play or sports or games, but that they come primarily

and eternally from the home affections and from joy in work.

A third comment brought out that "joy in work has several dimensions: (1) service, and (2) some form of art or science; and the latter is unfortunately greatly lacking in our modern world—perhaps it always was for the majority of men. My idea is in a nutshell that these different dimensions of life are best when multiplied together, and not when taken separately."

Away from the Winter of Our Discontent.—Speaking at the Lenten service in Keith's Theater, Washington, D. C., Dr. William Mather Lewis, President of George Washington University, said the greatest need of the day is an adequate playground system for the boys and girls of Washington. Dr. Lewis said:

"I would rather have my students too much on the athletic field than hanging out on F street and in the jazz palaces of Washington. If Christ were to come to Washington today, He might speak from the steps of the Capitol, but would spend His hours of recreation in Rock Creek Park.

"We need to get away from our winter of discontent, we need a real spring in the hearts of men, we need to fill our lungs with fresh air instead of the smell of oil.

"When we feel that the times are out of joint, usually we need to change our diet and take a brisk five-mile walk." Dr. Lewis said the solution of the traffic problem here is so simple that no one will adopt it—"walk to work."

A Play Manual.—The General Board of Mutual Improvement Associations of the Mormon Church has issued under the title of *Recreation* (Bulletin No. 3) a very helpful booklet for the use of its members in promoting recreation and social life for the young people of the church. The bulletin offers suggestions for holiday and special day celebrations and for social evenings. A section on drama gives lists of plays and practical directions for play production. There are also suggestions for musical programs and for social dancing and dance direction.

Among Local Leaders in the Recreation Movement



C. E. BREWER
Commissioner of Recreation
Detroit Department of Recreation

C. E. Brewer, who since November 1, 1920, has been Commissioner of Recreation, Department of Recreation, City of Detroit, began his career in 1908 as a playground and community center worker in the Columbus, Ohio, Department of Recreation, serving in this capacity until 1914 when he received the degree of Bachelor of Arts from the Ohio State University. While in college he specialized in Sociology and Physical Education. After graduation Mr. Brewer continued his work with the Recreation Department for three years—1914-1917—acting as Supervisor of Boys' and Men's Activities.

In 1917 Mr. Brewer became Assistant Superintendent of Parks and Recreation at Racine, Wisconsin, leaving that city to serve as Supervisor of Boys' and Men's Activities with the Detroit Recreation Commission. From 1918 to November, 1920, when he accepted the appointment as Commissioner of Recreation of Detroit, he worked with Community Service.

Power and Culture*

By

JOSEPH K. HART

The question has been raised. Men are in revolt against an industry in subordination to which they "dig the ditch, in order to get money, with which to buy food, so that they can have enough strength to dig the ditch!" The Machine has taken on the form of Fate, remorseless Fate. Two things men want today—to wit: contact with the earth once more, and more neighborly contacts with their human kind! And these two desires seem not so unattainable today as they seemed five years ago!

Man is dependent upon nature: "The earth is the mother of all mankind." For food, shelter, clothing, for the materials that help to adorn and beautify, man must go to nature. Though he may not live by bread alone, he cannot live without bread. One need not be an irrational materialist, enamoured of the economic interpretation of history, to admit these facts!

On the other hand, man's most strenuous efforts have been given to the attempt to escape from nature. Nature, primitive and undisciplined, provides precariously for man, keeping him near the margin of subsistence. Below certain levels the earth is a fairly wise mother; above those levels she is stupid and jealous, degrading her children, telling them tales of danger, filling their minds with fear. One need not be an incurable idealist to acknowledge these facts!

An animal, having gathered a few sticks, leaves or straws, for a nest or a lair, is at home with nature, accepting life or death unquestioningly. But man has long been at war with his mother. As an obedient son, using nothing but his bare hands, he was bound to remain a brother of the beasts. Early in childhood, however, he learned a few secrets, such as the use of fire and how to make some simple tools. These gave him the taste of power and a dawning sense of independence. But shortly the jealousy of his mother appeared; she seemed not a true mother, but only step-mother: his hope of happiness lay in outwitting her

completely, learning how to control her and make her work for him, thus assuring his escape. Little by little, the meaning of this project has emerged: he must make nature over, on lines nearer to his need; he must turn nature into a great machine, subject to his control, serving his every desire.

This was an adventure so presumptuous and so perilous that most subsequent ages have called it irreverent, profane. Some have even spoken of it as the "Fall of Man."

His method, slowly evolved, has been "Divide and conquer!" Mastering some bit of nature, he has turned its forces against the rest. The winds have blown his boats to windward. The waters have run up hill. He has poured iron out like water. He has turned night into day. In short, he has decreed his own freedom, and attempted to enter the decree upon the records of time.

Slowly, in the course of his struggles, man has found certain clues to his problem. Otis T. Mason, the American anthropologist, enumerates the five factors with which men must reckon:

Raw materials, of almost endless variety and usefulness.

Motive powers, from simple muscular energy to the most complex forms of force.

Tools and machinery, in ever-changing types.

Processes of fabrication, simple, complex and compound.

Products, the things sought for, with which man nourishes and supports his life.

At first these products were purely physical: they nourished and supported man's physical life. But in fabrication there was a factor not fully comprehended within the physical; in products there were elements not wholly to be classed as useful; and in man, himself, there was something not dreamed of in the philosophy of nature. Give them time: these are the most important elements in the scene.

Now, in this long struggle, two irritating implications have ever been latent. First, not more has man reshaped nature than nature has reshaped man. Challenging nature, he overcame her in part, and won a momentary control, with freedom. He used that freedom to consolidate his gains and to organize himself into this re-made world.

*Courtesy of *The Survey*

Naively, he assumed that, though he was thus at home in a changed world, he had remained unchanged. He even argued that, however much nature may be made over, "human nature never changes." But the plea is not convincing. The earth has been cultivated in part, and man has become cultured in part. History is the story of the stages through which man and nature have made each other over almost beyond recognition. Man's refusal to admit change is responsible for some great difficulties.

The second of these irritations is a question: Which is to be master, at last, Man or Nature, mind or the machine? History has given various replies to this question. When machines were small and unimposing, men were not greatly cowed by them. But as machines have grown in size and complexity, man has been more and more impressed; until, now, we are not far from worshipping the machine. Our sciences translate us into the likeness of machines. That fact is interesting. If the machine shall reduce us to subjection, Mother Earth will have her revenge: the machine is nature dressed up in modern clothes!

The extent of man's escape from nature may be roughly measured by the surplus he is able to accumulate—the margin of his supplies, actual and potential, above his needs. Surplus is largely a function of the organization of the five factors enumerated above. "Man came to the threshold of civilization," says Morgan, in his *Ancient Society*, "when he brought about the union of the animal, vegetable and mineral worlds—that is, when he harnessed the ox to an iron plow for the purpose of cultivating the cereals." That organization of power, tools and processes assured a surplus. That surplus enabled man, at least some men, to be free, at least a part of the time. Freedom meant leisure: leisure might mean the discovery of unsuspected values in the world and in human living.

The fundamental factor is power. Materials are everywhere. Tools and fabricating processes and, hence, products will follow upon the coming of power. But power is elusive. Wind and water are fickle, undependable. The strength of animals is dependable; but it is slight, and it requires too much oversight. Power must be plentiful, dependable and require small oversight. Such power was first found in Slavery.

The slave is the most intelligent application of power to work that has ever been known: he is power—intelligent, automotive power. The slave is not efficient; hence, his numbers must be great.

But being intelligent, he not only performs work, he can plan and oversee it. Thus, he releases free men completely from nature, providing time for the development of the arts and cultures of life.

These conditions were fulfilled in preeminent measure in Athens, "that point of light in history." A sufficient supply of slave-power freed the citizen from all the stresses of physical existence into a congenial leisure. Freedom revealed the social and moral chaos of the times; barbarian hordes were pressing in to destroy; within himself were areas of impulse, rages and passions that might easily betray him. Having risen above physical nature, he must overcome the barbarian, without and within, and make a world fit for Man.

Led by artists, philosophers and scientists, and by statesmen who, for a time, at least, believed that these have a valid function in society, the Greeks rose above their ancient rages and fears and achieved an ideal world, of serene great beauty, wherein one might meet Fate calmly as became a Man. They became human. They discovered humanity. And they bequeathed it, as a precious treasure, to the ages.

Greek culture was a community enterprise. Slavery made it possible. All the arts and sciences contributed to it. It exalted excellence. Men created beautiful objects, wrote beautiful poetry, trained their bodies to the highest pitch of strength and agility and displayed their prowess in civic contests. They gave to the world a revelation that still haunts the mind. We know, when we are most aware, that any conception of living that neglects beauty is an unworthy, if not a degraded conception.

But there was a defect in Greek life which was inevitably reflected in Greek culture. The community was but partially human: nine-tenths of it was slave. The slave who made Greek culture possible had no share in that culture. Individualists and abstract "humanists" may argue that culture should be above the battle of the classes. The argument gains no support from Athens. Greek culture, compelled to ignore and deny nine-tenths of the people, became remote from life, as it was remote from work; it became intellectual, non-social, fragmentary. A fragment of humanity, however free, can never create more than a fragmentary "humanism." Power, even slave power, laughs at man when he presumes too far upon freedom!

To be sure, the Greeks sought to overcome this

defect by a tour de force: they ruled the slave outside the limits of the "human." Man in his struggle for control had set himself over against nature. Power is of nature. The slave was a form of power; hence, he belonged to nature, not to humanity. Greek culture was for free men, not for slaves. It was liberal, not servile; for the man of leisure, not for the worker. If such a distinction had held, Greek culture would have been inclusive of "the humanities." But the Greeks never fully accepted it; and the modern world has denied it. Modern "humanists" have, however, sat at the feet of the Greeks for two thousand years, giving them the homage of sincerest imitation. But the verdict of the modern world seems to be that a "humanity" that could consign a major part of the race outside the bounds of the "human" could, at the best, produce an imperfect, not a true "humanism."

The glory that was Greece failed. Culture is not a veneer upon life: it is of the substance of life. In order to establish an ideal, the Greeks became intellectually dishonest: they degraded some part of their humanity, identified it with nature, and called it "power." Thus they justified their free life. We have the fragments of their culture—nothing else—today.

We pause in the flight of the centuries only long enough to recall that the culture of the Middle Ages was builded upon a quibble. The labor power of the age was the feudal serf. The serf was neither bound nor free, neither wholly of nature nor fully human. He was by way of escaping from nature into humanity. He had some share in religion, though not in the civic life. Work was the most effective humanizer. In the later centuries freedom could be achieved by escaping from the land to the cities. The culture of the Middle Ages was largely the work of escaped serfs, who in the cities achieved their moral and artistic enfranchisement as well as their civil liberty. By the thirteenth century, the towns and cities were filled with these freed workers and their guilds, both of the artists and the artisans, were flourishing. Thought of this age centers mostly about the great cathedrals. But beyond those monuments lie centuries of struggle for freedom and control; and all about them are the only slightly less remarkable achievements in every line of artistry. From the thirteenth to the eighteenth century, free workers, whether artist or artisan, were building up standards of integrity in workmanship. Some, still struggling with the past, "wrought in a sad sincerity"; others,

feeling the freedom of the future, wrought in a joy hitherto unknown. But each

. . . "builded better than he knew—

The conscious stone to beauty grew!"

And we pay our tribute by prizes their works as "antiques."

Into this world of handcraftsmanship, so human, so artistic, so inefficient, came the steam engine, discovering unsuspected reservoirs of power. This power has changed the face of the world—not alone the world of work, but of all other ranges of human living. These changes constitute the so-called "industrial revolution." What have been the characteristics of this age of change?

1. Steam made all other forms of power, wind, water, the slave and the serf, subordinate, and promised quickly to make them obsolete. That is to say, steam organized about itself the industries of the world.

2. Steam tore people loose from their local communities and began to crowd them into narrow areas around new centers of industry. It has successively torn people of all stages of culture loose from their old rootages in local groups and gathered them into polyglot centers of industry and commerce. Steam has been, and is, the great centralizer.

3. Steam has supplied the world with unlimited products for nourishing and adorning life: an incredible range of useful and useless implements, weapons, tools, gewgaws, impedimenta; machines of transportation; and, by means of a variation, the gas engine, with the automobile and the flying machine. These, by their very nature the tools and the means of life, have charmed and bewildered us until we have transformed them into the meanings and the ends of life.

4. Hence, steam has torn us free from old standards of workmanship, taste and culture. By giving us cheap, machine-made articles in unlimited quantities in place of the older hand-made objects, steam has made the world more comfortable; but at the price of substituting display and exaggeration for use and beauty. Inevitably, the nineteenth century was an epoch of vulgar comfort.

Within a century at least half the people of the world felt these effects in some degree. In the western world, at least one-third of the population has been torn loose from former contacts with nature and crowded into the industrial cities, there to live an alien and artificial sort of life. The industrial city rests upon the steam engine.

"Large-scale organization" of industry and of living has been the key-note of the industrial revolution.

But man's inner life is responsive to his environment. This is "adaptation." Now, since environment in the modern city is almost completely artificial, man has necessarily become artificial, also. His culture has become artificial. He has made himself too free from nature. He has shut out the stars with his roofs and his smoke. He no longer hears the breaking of waves over deep seas; no longer fights with the wilderness far on the frontiers; no longer follows the aurora over the silent snow-fields. He has ceased to renew his spiritual life at the ancient springs. Books tell of men and women who once did those things; but the books are scarcely credible. Men go, it is true, at times, to the mountains or the sea, for the purpose of escaping from spiritual dyspepsia — in order that they may, once more, enjoy the feast the city offers. And what is that feast?

Bacon has told us how the scholastics, turning ever inward for the materials of their dialectic, were like spiders that spin endless threads of disputation out of their own bodies. We have been moving in similar directions. When the mind of man loses contact with nature, it turns in upon itself, and spins out of its own memories, endless repetitions, endless monotony. Its art becomes superficial and clever: endless variations upon the same literary theme; machine-made music; pictures by wholesale. Lacking ideas, it writes poems with the supreme distinction that each line begins with a small letter.

Even so, men cannot live in this way forever. Bored by it, but having no other escape, they revert to primitive nature, to as much of reality as remains to them: to undisciplined instinct; to movies that show "he-men"; to jazz and dances that exaggerate sex-motives; to novels that reek with decadent sex-recitals; to pugilistic encounters that smell of blood; to court trials that display sadistic experience; to theatricals that "exalt the human form."

Meanwhile governmental and industrial leaders,

protecting their own freedom, after a fashion, by trips to Palm Beach or to Europe, talk glibly of the "advantages of the machine era." It has given us, they say, comforts beyond the dream of avarice in other eras: health, prosperity, long life: a standard elementary education for all; unimpeachable patriotism; seats in the park; and athletic contests more thrilling than any since the days of the circus in Rome. And our culture leaders, admitting as glibly that there can be no hope of an indigenous culture in our machine civilization, happily tell us that what we need, and "all that we need" is an importation of the "humanities" of the Greeks. "We have utility; the Greeks had 'humanity': add them together and secure the finest civilization possible to men!"

But some are not wholly convinced by these reputed virtues of the machine age: freedom by proxy and culture by addition. The sense of loss is too great.

We have lost contact with nature—the contact that gave to man his first challenges, his first joy of battle, his first sense of victory.

We have lost that neighborliness which was characteristic of the older community, when men lived in homes and worked with their hands. The steam engine first undermined

But what shall the soul do that cannot nourish itself on words; that longs to find the ancient springs where it may drink long at the fountain of living waters? Where shall it find that "silence and slow time," of which, according to Keats, culture is the foster-child? Are all such questions infantile survivals which the "manhood of humanity" should have long escaped? Should things have no meaning? If things should come to have meaning would that fact challenge the dominance of the Machine in human living?

that community, and the automobile has completed its destruction.

We have lost practically all of the integrity of our old craftsmanship. The machine is not interested in integrity: only in form. Both the artist and the artisan have suffered spiritual dislocation. The artisan now works, dispiritedly, for the machine; and the artist, competing with the machine, too often sells his soul to feed his body.

We have lost practically all control of our destinies. We work when the machine works; we do what the machine commands; we use the products the machine turns out. We are educated to work with the machine and to use machine-made products.

In the centuries of free workmanship, especially in pioneer America, men were moving slowly toward a finer humanity, a real community,

in which every individual might find himself at home. They dreamed of liberty and fraternity. Perhaps it was a fool's dream! At any rate, the steam engine, in building our industrial cities, has cut us, more or less sharply, into two groups once more: the owners and the workers. The owners, as free and independent centers of control, make up humanity; the workers, as attachments to the machine, are not sure where they belong!

They are not slaves, bound to the wheel of labor: they can always give up their jobs—at least one at a time. In religion and politics they boast equality with the owners. They are schooled at the expense of the community. But in economics they are still classed as "labor power," and they are dealt with as if they were something that humanity must control in order to maintain its own precariously achieved freedom.

Since about 1890, electricity has been more and more applied, subordinately, to the steam-driven machine, making that machine more completely automatic. (Electricity has not been, at least until quite recently, a power in its own right; it has been a helper of other power.) Working with automatic machines, the worker has grown more automatic; an "iron man," a "robot." His task can be learned in a few hours, or days, at most; and once learned, it can be changed only with the greatest difficulty.

"It never was so easy before for a simpleton to live!" Nature has had her revenge: man's long struggle with her has come to this, that for the masses of men, while their physical lives are far more comfortable, less precarious, than was the case with primitive men, their mental and cultural lives are more completely submerged in "things" than has been the case since the first few awkward upward steps were taken in the primitive wilderness.

The culture of the Greeks grew, as we have seen, out of a great stress: the struggle of noble spirits against the overpowering Fates; the struggle for Order in the midst of an all-devouring chaos, for a Mind that should rise above non-mind and find or give a meaning to existence. They failed; but that was what they sought!

Today we have reached the sublime belief that the Machine is the nearest approach to Reason and Mind that we shall ever reach: the Machine stands between us and every sort of chaos: it feeds us, clothes us and educates us; it fights our battles for us and organizes our peace. The Machine is the last word in cosmic progress. We

have substituted it for the spirit that once was in us; we have made ourselves over, in our psychologies, on the model of the Machine: we have lost our souls for it; some say we have even lost our minds! Is there no escape for the race from these untoward, tragic happenings?

The industrial city is too unhuman to be the home of the human spirit. If, for Plato, Athens was too large, what shall be said of our modern aggregates of shifting, drifting men? It is true that the great city has become the center of the greatest stimulations the world has ever known. But these stimulations are practically all upon the periphery of life: they do not reach the center. Such peripheral stimulations make for cleverness and smartness: for the literature of Gertrude Stein, which has no "message," only "suggestions"; for arts whose boast is that they have no meaning.

But what shall the soul do that cannot nourish itself on words; that longs to find the ancient springs where it may drink long at the fountain of living waters? Where shall it find that "silence and slow time," of which, according to Keats, culture is the foster-child? Are all such questions infantile survivals which the "manhood of humanity" should have long escaped? Should things have no meaning? If things should come to have meaning would that fact challenge the dominance of the Machine in human living?

The question has been raised. Men are in revolt against an industry in subordination to which they "dig the ditch, in order to get money, with which to buy food, so that they can have enough strength to dig the ditch!" The Machine has taken on the form of Fate, remorseless Fate. Two things men want today—to wit: contact with the earth once more, and more neighborly contacts with their human kind! And these two desires seem not so unattainable today as they seemed five years ago!

Centralization has claimed everything for a century: the results are apparent on every hand. But the reign of steam approaches its end: a new stage in the industrial revolution comes on. Electric power, breaking away from its servitude to steam, is becoming independent. Electricity is a decentralizing form of power: it runs out over distributing lines and subdivides to all the minutiae of life and need. Working with it, men may feel the thrill of control and freedom once again.

Life need no longer be subordinated to steam:

(Continued on page 156)

The Threshold Playhouse

At the Threshold Playhouse housed in the Heckscher Foundation, 2 East 105th Street, New York City, are being conducted a number of significant activities. There is, first of all, the School of the Theatre, of which Clare Tree Major is Managing Director. At this school young people preparing for the stage may secure a nine months' training course in voice production and control, dramatic interpretation, fencing, dancing, make-up, sight reading, play analysis and allied subjects. The Threshold Playhouse is the work-shop of the school. Here students make the costumes and scenery used in the play and work out all the technical details of play production. Here, too, one may secure practical experience in playing roles, for at the beginning of the first term the student is cast in the various plays produced, becoming a principal and finally playing leading roles. Fairy plays are produced on Saturday afternoons for small children, and every week family parties may be found, the older members enjoying the play as heartily as do the children. Every night and on one afternoon during the week performances are given for the general public.

Four matinees and one Saturday morning performance are given each week for High Schools. For twenty-five cents the High School student may see artistic, finished Shakesperean play productions and such plays as *Monsieur Beaucaire*. The English Teachers' Association is cooperating with the School of the Theatre in this movement which is providing a valuable means of coordinating school work with the drama.

Vacation Schools in Buenos Ayres.—The vacation schools provided by a resolution of the National Council of Education in November, 1923, have just completed their sessions. Under the resolution thirty-two vacation schools in Buenos Aires are to function annually between December 15 and February 15. There are two sessions every day of two and one-half hours each, the boys attending in the morning, the girls in the afternoon. No school may have an enrollment of more than 150 pupils. The program includes physical education games, respiratory exercises, free play and method work, school songs, moving pictures, dramatic programs and excursions.

An Overnight Camp

By

JOHN C. HENDERSON

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Treasure Island itself could scarcely have made a stronger appeal to the youngsters of Portland, Oregon, than did the new Elk Rock Island Camp for boys and girls, which was conducted by the Portland Bureau of Parks during the summer of 1923.

Elk Rock Island is located in the Willamette River about seven miles south of Portland, is about fifteen acres in extent, and seven hundred feet from the nearest shore. It takes its name from a rocky cliff facing it, over the brink of which, according to legend, the Indians used to drive herds of elks to fall to the rocks below, afterwards salvaging the meat for their winter use. Now, however, the joyous cries of children have replaced the warwhoops of the Indians, and the only things hunted are health and happiness. A total of 3,099 children visited the island during the summer at a cost to the city of but \$867.71, or twenty-eight cents per child.

The island belongs to the Portland Rowing Club, but is no longer used by them. The city obtained free use of the spot with the idea that if the camp proved popular, the site would be purchased and made a permanent part of the park and playground system. Buildings already on the island include a large pavilion, a caretaker's cottage, several small pavilions and a dock. The Park Bureau constructed a playground, ball diamond and horseshoe and volley ball courts and erected a number of tents. There is an excellent sandy beach.

The staff consisted of a caretaker and two directors. Children were sent out in turn from each of the eighteen playgrounds for a day at the island. Because of the shortage of camping equipment many of the children were not able to stay overnight. Next year it is planned to take care of every youngster who wants to stay overnight, and also to accommodate some who may want to stay a week.

Portland newspapers are backing the idea and have suggested that a group of public-spirited citizens purchase the island and present it to the city.

Nature Study through Nature Games

By

E. LAURENCE PALMER

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Of the evidences of progress in work with children of elementary school age at least two of the more interesting leads have been taken by the work in nature study and by the work in recreation under leadership. The work in nature study aims to give the child the desired mental development through contacts with and interpretation of the natural environment. The work in recreation under leadership aims primarily to give the child the desired physical development through guiding his activities during time devoted to recreation. Of course there may be partisans of either of these two fields who may object to certain of the limitations suggested or implied. It is believed, however, that the aims stated are pertinent.

Children do learn from their contacts with their natural environment and through their activities in time of recreation. Why can't a program be worked out which will to some extent unite these two in such a way that the recreation period will close with the child having in addition to his physical exercise some increased understanding of his natural environment? This increased understanding may have been gained through exercise in forming judgments and in applying to new situations interpretations which may have been pointed out in type situations. It may also have been gained in other ways not here mentioned.

Instead of treating this whole matter in the abstract, the writer submits the following set of original nature games which he has found useful in securing through the game spirit certain desired training for his students.

THE WEED ROSETTE GAME

Children playing in vacant lots or open fields frequently notice rosettes made by the leaves of such weeds as evening primrose, docks, teasel, mullein, plantain and the like. The story of why these plants adopt such form particularly in the fall months may be easily explained by this game. The winning of the game depends upon mental and physical superiority and upon originality.

Ask each player to collect about five units such as stones or sticks, and place them along the side of the field towards the sun. If the game is played

in the morning place them on the east side; if in the afternoon, on the west. Then show the players three of the weeds whose rosettes are more or less common in the field. Explain that these rosettes have been formed by plants that, to make the most of the sunshine of the year and to prevent being destroyed by frost, had clustered their leaves close to the ground. If you can and wish you may also point out other weeds that have not formed rosettes and have been destroyed by the frost because they had not sought safety in the rosette habit. The game is built about the struggle between the weeds which desire to get wealth from the sun, and the frost which interferes with them in this.

After you have shown the children the three weeds chosen, let them walk across the field locating as many of the weeds as they can and finally lining up on the side of the field opposite that along which the units of wealth (sticks or stones) were placed.

Select a good active individual who knows the weeds well to be Jack Frost. Jack Frost, as "It," runs at will over the field. At the start of the game the players dash across the field attempting to avoid being tagged by Jack Frost either by escaping him or by standing on one of the three kinds of weeds chosen and naming it correctly. The weeds secure safety from the frost by adopting the rosette habit and the players secure safety from Jack Frost by naming the weed. If an individual player is tagged by Jack Frost in the game he then assists Jack Frost in capturing other players. To prevent individuals from being satisfied with the name of but one plant, insist that no individual can name the same plant twice in succession. To prevent individuals from taking too much time and thus slowing up the game set a time limit of five or ten minutes for the game. Individuals who get across the field without being tagged by Jack Frost pick up a unit of wealth, (stick or stone), and return if possible to the other side with it. The individual who can in the allotted time get the greatest number of units of wealth across the field before being tagged of course wins the game.

A variation of this game may be played in winter by using the dead tops of weeds above the snow as safety zones, or it may be played with tree leaves as safety zones. Such variations are not so satisfactory from an educational standpoint because they do not teach anything fundamentally true about the plants chosen for safety.

THE POLLINATION GAME

A game which may be played when the fields are full of flowers instead of the rosettes of weeds is the pollination game. In introducing this game to your children it is best not to name it at first as they will wonder what you are driving at, and will be more ready to see the application than would be the case if you "let the cat out of the bag" at the beginning.

To play the game ask each player to provide himself with ten pebbles each about as big around as a quarter of a dollar. While this is being done scratch with a pointed stick two lines about a foot apart running along the roadside far enough to permit your entire group of players to line up conveniently along one line. Be sure that the land to one side of these lines is fairly level for some six or eight paces. An ordinary improved roadside makes an excellent playground for this if the traffic is not too heavy.

Line the players up along the line towards the level space or the center of the road. Ask each player to place one of his pebbles between the two lines, leaning down to do so if he so desires. If he fails the first time he must try with another pebble. As soon as all of the players have succeeded in this—and all should, of course, succeed the first time—have all take one step backward. Straighten the line of players and then ask them to place another pebble between the lines, keeping their feet in position and not resting on hands or knees. If they miss the first time they must try with other pebbles until they succeed. When all have succeeded another step backward is taken and the game repeated. As soon as any player exhausts his supply of pebbles he withdraws to the side of the lines opposite the players. This brings out more clearly those who are still in the game and helps in the rivalry of favorites.

Of course as this game progresses there is greater difficulty in getting the pebbles to rest between the lines since the distance between the lines and the player has increased.

The application of this game to a phenomenon in nature is evident when you think of the space between the lines as the stigma of a flowering

plant, the pebbles as pollen and the players as stamens that free the pollen. Self-pollinated plants are shown to need little pollen by the fact that the stamen players are able to place the pollen pebbles directly in the center of the stigma lines. This certainty of producing the desired result makes it unnecessary for the players to take more than one chance, or for the flowers to produce abundant pollen or showy or fragrant flowers to attract pollen carriers.

As the distance between the players and lines increases the quantity of pebbles and pollen necessary to secure the desired result increases and the manner adopted by the players and plants in delivering the pebbles and pollen to the desired destination changes. Plants here become fragrant so as to attract insects which will carry the pollen, or they may develop showy colors to attract the insects and sticky pollen to insure greater probability that the pollen will be carried off by the desired visitor.

The players who last longest in the game have to pitch the pebbles the greatest distance with the consequent greatest probability that the desired mark will not be successfully reached. Accordingly the number of chances of failure is increased and success can be more probable if the opportunity to try comes more frequently. Plants which use the wind to carry the pollen from stamen to stigma produce large quantities of pollen to insure success. Their flowers need not be conspicuous for their color or fragrance so long as they are so arranged that the pollen may be shaken out by the wind and conveyed by it to the sticky or feathery stigmas. When the air is most heavily charged with certain kinds of pollen it has been fairly well demonstrated certain individuals may be troubled with hay-fever. This should prepare some of you for the information that among the wind pollinated plants we find ragweed. Most of our grasses, including corn, come in this category.

After this has been explained the group may wander off over the country in search of plants of each of the types just mentioned. To assist in keeping the crowd together on such a hike I use two methods, the distance judging cross-country race and a game proposed to me by Mr. Smith of Columbia University, roadside cribbage.

THE DISTANCE-JUDGING CROSS-COUNTRY RACE

The distance-judging cross-country race may be best played on an open field some 200 yards across. It may, however, be played on an ordinary road or path if desired. Divide the group

into four smaller groups which will function as rival teams. If there is room for all to play, line them up at one side of the field. If not, let each select delegates who will participate in the game as individuals of a relay race. For the fun of it I usually select some object about 200 or 300 yards away and ask the individuals to estimate the distance. The results of this guess are usually quite startling as to variety, and should convince the group that some individuals at least must be wrong in their judgment of distance.

To start the race let the whole group, or the delegates of groups, move in a rank—not a file—to a point which they think is fifty feet from the starting line. Then actually measure off this distance. Give to the individual who is most nearly correct, one point; to the next, two, and so on. If the group is large it is most convenient to give all above the best ten a score of eleven each. Then allow the individuals to look back to see what fifty feet actually is in distance. If necessary let them pace it off so that they feel that next time they can most nearly approximate the distance. Then repeat the event from the end of the first fifty feet adding the scores earned in the second trial to the scores earned in the first trial. If you are running the race as a relay, different delegates of the different teams should be chosen for the second event, though this is not so valuable so far as the education of a large number of individuals is concerned. This procedure may be repeated as many times as you desire, though it will generally be found that after five or six trials the individuals will so nearly approximate the desired distance that your reputation as an umpire may be put to a rather severe test. At the end the scores are added up and the individual or team having the lowest score wins just as the individual or team wins in an ordinary cross-country race with the lowest score.

ROADSIDE CRIBBAGE

Roadside cribbage may best be played after the two games just described, since the pollination game has in a way motivated a desire to find out about certain plants, and the latter game has assured you that you can keep the crowd in control since they have had experience in judging distance. To begin with you should insist that any individual getting more than fifty feet from you is in danger of forfeiture. Ask each individual to provide himself with ten twigs or pebbles. Provide yourself with samples of plants which you know are to be found within a hundred or more

feet of you, and select from them three which you announce are in the contest. The first individual to find one of the three chosen plants within fifty feet of you and to touch you with it is given the privilege of dropping three of his pebbles; the next, two, and the third, one. Individuals who stray beyond the fifty foot limit may be asked to add an additional pebble to their collection. As you move along the road you may substitute new things that will count, or after awhile return to those which have been used earlier. The individual who first rids himself of the ten pebbles with which he started wins.

As suggested above this game, as outlined, is a modification of one described to me by Mr. Smith of Teachers College, Columbia.

THE STAR GAME

While the two preceding games involve the keeping together of your crowd it is sometimes desirable to spread your crowd out over a bit of territory. For this purpose a modification of a game suggested to me by Mr. McDonald of Boy Scout Headquarters seems most useful. As many as twenty-five players may be conveniently accommodated in this game though the ideal is twenty. By increasing the suggested distances any number can, of course, be accommodated. For simplicity's sake the game here described uses twenty players and yourself.

Divide the participants into four groups of five each. Announce to all groups that your purpose is to see how big scores may be made by each group. If you are studying birds, each bird seen and recognized may be counted as two, and each bird *heard* and recognized, as one. If you are studying trees or herbs samples of single leaves of the different plants may be submitted for the purpose of forming the score. If the samples can be named the score given should exceed that assigned if the plant is not named. This scoring may of course be varied to suit your needs.

Having decided upon the scoring send each group off in different directions; one going north, one south, one east and one west. They proceed to a designated distance depending upon the topography of the country and the nature of the work, though a hundred yards is generally adequate in wooded country. The groups then divide as did the whole group, four individuals going in the four directions for distances approximately one-half that gone by the group, and one remaining in the center. A period of time of varying length is then given in which the individuals endeavor to

gather evidence which will increase their score and that of their group. At the first signal from you the groups assemble at their point of dissemination and make up their scores. At your second signal they all come together at the original point and make their reports. This game is ideal for bird study and is often most thrilling when played at night with the campfire as the center from which the players go.

RABBIT RACE

The rabbit race is an interpretation of rabbit tracks and rabbit movements, and if my readers have come to feel through the last three games that they are not getting enough physical exercise they will feel differently when they have finished this one.

All the players in this game should be asked to supply themselves with four large leaves or pieces of paper about the size of the sole of one's shoe. If necessary pebbles may be folded into these to prevent them from being blown away if the game is being played out of doors on a windy day. The players are all lined up in a common line so spaced that when they stand with their hands on their hips their elbows just miss touching each other. A greater distance than this may well be chosen if convenient.

Each individual is then asked to place one of the leaves or pieces of paper before him in such a manner that all the leaves make a straight line. He then places another about a foot farther beyond so that another line of markers is formed parallel to the first. The third is placed to the right of the other two in such a manner that an equilateral triangle is formed. The fourth is placed still further to the right a few inches from the third and forming the base of a Y made by the four.

The leaves or markers are now placed so that they represent the tracks of a rabbit. The first two markers represent the tracks made by the hind feet, the other two by the fore feet. The rabbit, if running at a normal rate of speed, was running from the players right to left. The stunt is to see how quickly at the word "go" your players can place themselves facing as the rabbit was with their hind feet (feet), placed where the rabbit's hind feet were, and their front feet (hands), placed where the rabbit's front feet were, and facing in the direction the rabbit was facing when the tracks were made. The first to do this correctly is given the privilege of showing the others how the rabbit got from one

track to the one in front. The correct position of course requires that the player faces the top of the Y and places his feet on the top of the Y. He then stoops down and places his hands back between his feet on the "tracks" behind. To get from one track to the other the player must put his hands down in their respective tracks ahead of him first and then so jump that his feet will overreach his hands. It may be difficult to do this just once but if the player continues going it will not be highly difficult unless he is too fat. If he feels that he is getting fat, playing rabbit in this way will help reduce very nicely. After all have learned how to run like a rabbit you may have a rabbit race in which at the word "go" all run like rabbits across the finishing line ten or twenty yards away.

The rabbit race may be varied by making it into a squirrel race in which the hands are placed side by side instead of one behind the other or into a cat race in which both hind and front feet move alternately. I once wrote up a dramatization of the sixth scout law in which the players dramatized certain animals through imitating their methods of locomotion. (See September, 1922, Cornell Rural School Leaflet.) The characters were chosen by competition.

A rabbit or squirrel or cat relay race may be held as a modification of the above by dividing the group into two groups and having individuals race in turn between designated points in the manner of the animal chosen. The side completing their team first wins. Of course no player for a side may commence running until his immediate predecessor has crossed the finish line and has stood up—if he is still able to do so).

Another variation of this track work which is not so much a game may be welcomed after a strenuous race such as that suggested.

This requires that the group line up on a smooth road, beach or other piece of land making a square not less than fifteen feet on a side and preferably more. The players are uniformly distributed about the sides of the square. The instructor in charge tosses a nail or pointed stick into the center of the square and asks the player to whom the stick or nail points to tell a story of what he thinks a hypothetical rabbit did such as, "The rabbit came slowly into the south side of the field and took four hops to the north." The instructor tosses the nail or stick again and the individual to whom it points is to scratch on the ground with a stick what he thinks the

tracks of the hypothetical rabbit would look like. He does this from the south side of the field as suggested. The stick or nail is tossed in again and the selected player tells some more of the story and another player similarly chosen writes it in the track language. All sorts of variations of this method may be made using different animals and different rates of speed, creating dramatic situations and the like. It is best played on an open sandy beach though it may be played in the snow on open ground, or even on the blackboard or on pads in the schoolroom.

THE GAME OF WATER-LIFE

The games thus far outlined have taught only small principles about individual factors of our environment. It remains for the game of water-life to show how a number of factors may be interlocking to produce a balance of power. What is true of the life of a puddle or small pond may be equally true of life on land in a broad sense. While the pond has some water plants in which feed and hide plant eating mayfly nymphs, the dry land has fields of grass over which graze cattle, grasshoppers and other plant eaters. While in the pond these plant-eating may-fly nymphs may be destroyed by dragon-fly nymphs which catch them by means of their peculiarly hinged lower jaw, the cattle on land may be destroyed by man for food, and the grasshoppers by birds for the same purpose. In either case in water or on land the vegetation serves as food and shelter for the plant eaters. With this in mind witness the game of water-life.

A square level field is selected, preferably not less than 100 feet across for fourteen players. One side of the field represents the top of the pond, and the opposite side the bottom. In and scattered about through the field you may select for this number of players three large stones or other areas which may be christened vegetation and into which the players dramatizing may-fly nymphs may flee for shelter when pursued by their enemies. In each of these three areas place three players who with three others at large in the field will dramatize may-fly nymphs. Since most may-fly nymphs may be easily distinguished by the presence of three tail-like appendages and of gills along the sides of the back part of the body, the players dramatizing these creatures run about holding three fingers of one hand behind them and fluttering the fingers of the other hand at the side of the belt.

At the "bottom of the pond" you may place the

player who is to dramatize the dragon-fly nymph. Since this creature, the nymph, not the player, has a long hinged lower jaw, the player dramatizing it runs about stretching and flexing one arm upward and before him.

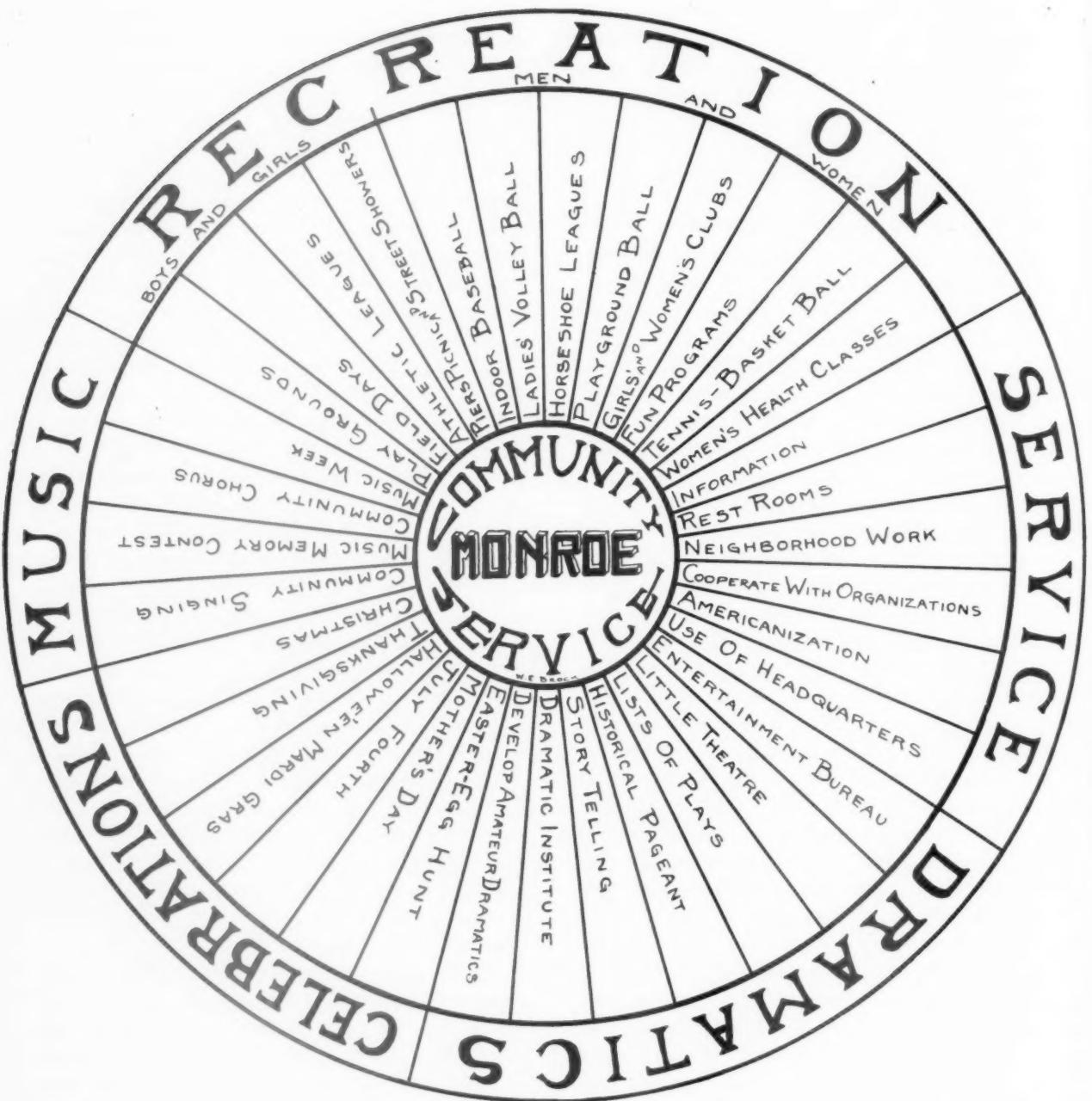
At the "top of the pond" you may place a player who dramatizes some insect that feeds upon other insects and lives on the water surface. While whirligig beetles such as those which swim erratically on the surface probably do not destroy mayfly nymphs, they may be chosen to represent the preying creatures of that part of the pond. If you wish to be more technically correct you may choose the diving beetles that so frequently come to the surface for their breath of air. If you decide to overlook details and choose the whirligig beetle because it is better known, let a player who wears glasses take this part since whirligig beetles possess four eyes—two to see above, and two to see below the water. The fore legs of both whirligig beetles and diving beetles move back and forth not unlike the "breast stroke," so the player dramatizing these creatures should go through these motions when running about. By his movements he and all of the other players will be known.

When the game begins the whirligig beetle starts from the top, and the dragon fly nymph from the bottom, in pursuit of the may-fly nymphs in between. If either the dragon-fly nymph or the whirligig beetle tags a may-fly nymph he yells either "dragon-fly" or "whirligig beetle" as the case may be. The may-fly nymph then knows that he has been "eaten" by his pursuer and must consequently take on the habits of his pursuer just as the pig eaten by a man becomes a part of that man—though some have suggested that in some cases the change is not great! At any rate in the game a may-fly nymph tagged by a dragon-fly nymph becomes a dragon-fly nymph and helps capture other may-fly nymphs.

As the game progresses the director should enter the pond and remove "vegetation," freeing may-flies and making it possible eventually for all may-fly nymphs to have become either dragon-fly nymphs or whirligig beetles. When this has happened the dragon-fly nymphs are lined up on the bottom of the pond and the whirligig beetles on the top of the pond, and the group that has gained the greatest number of members wins. Of course in the game dragon-fly nymphs and whirligig beetles may not tag each other.

Other plays and games might be given but it is obvious that this paper is already too long and we

(Continued on page 189)



A GRAPHIC CHART SHOWING THE ACTIVITIES UNDERTAKEN BY THE MONROE COMMUNITY SERVICE AND RECREATION ASSOCIATION OF MONROE, MICHIGAN. THIS WAS USED IN THE ANNUAL REPORT WHICH THE LOCAL ORGANIZATION ISSUED THIS YEAR.

Playgrounds in Minneapolis

By

KARL B. RAYMOND

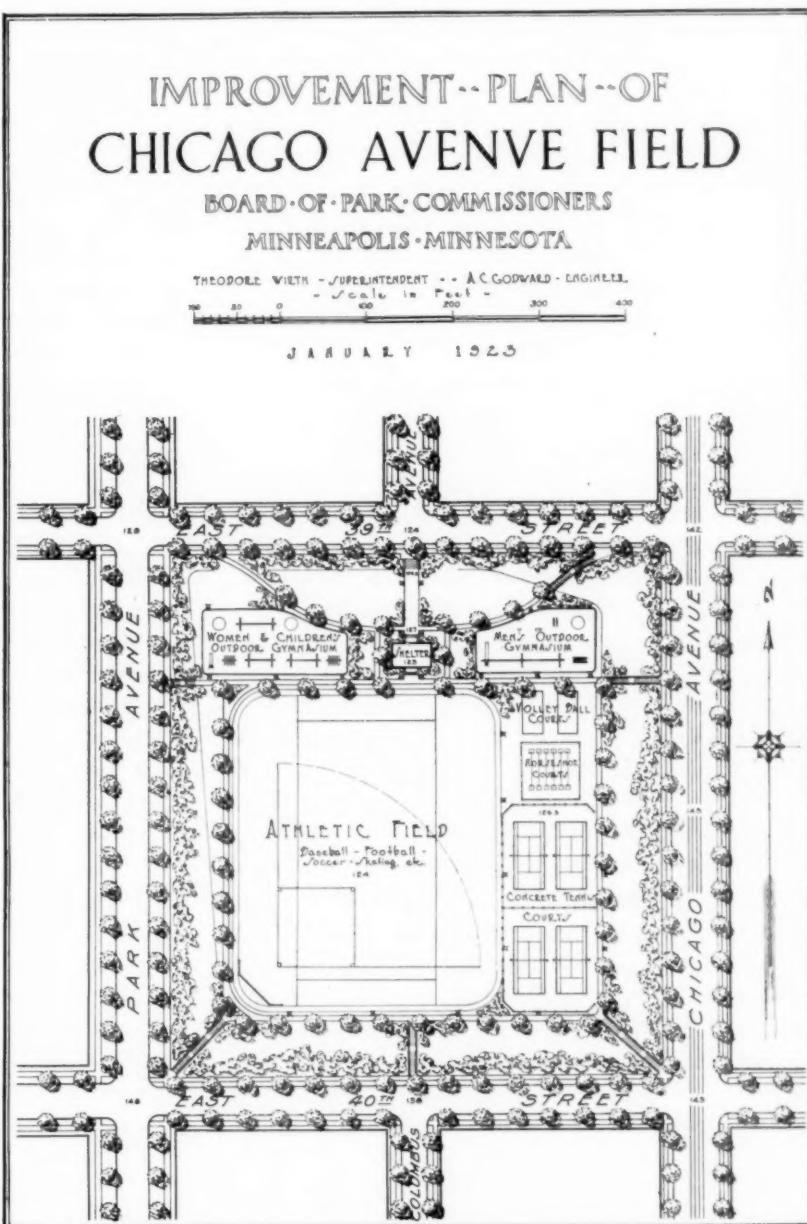
Director of Recreation of the Minneapolis Board of Park Commissioners

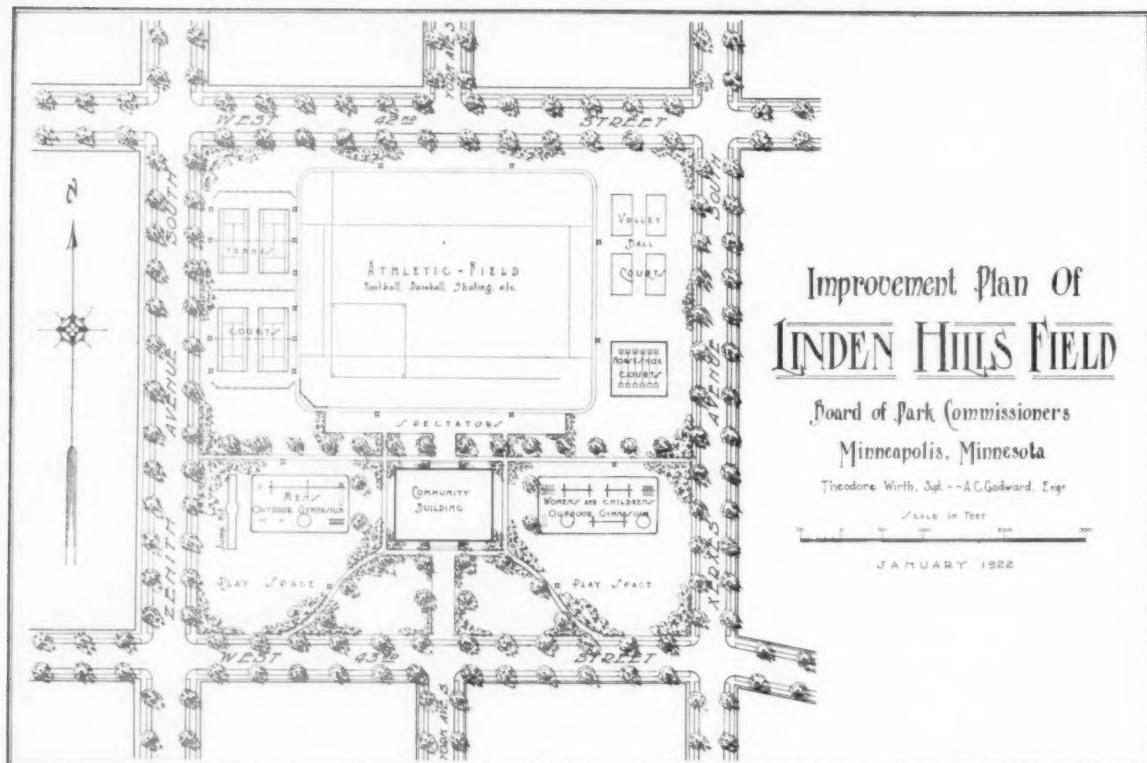
An ideal type of city playground is being worked out in the Minneapolis system. Several new fields will be opened during the season of 1924, practically all fields being combination parks and playgrounds.

A typical *Mill City* playground is comprised of about eight acres equipped with an outdoor gymnasium for women and children, an outdoor gymnasium for men, a shelter building or field house, courts for volley ball, horseshoe, tennis and a full sized athletic field suitable for baseball, football, soccer football, skating and other outdoor competitions. Surrounding each of these well-equipped play fields is a picturesque park wooded and planted with flowers and shrubs, a real masterpiece of the landscape architects' art.

Practically every playground has been acquired as a direct result of a demand made by residents of various districts of the city. This demand for recreation coming at a time when popular sentiment everywhere seems to be for lower taxes, has overshadowed the tendency toward decreased expenditures. To meet the financial needs of such expansion in our park system, assessments have been made upon private property within a half mile radius of the new improvement, and levies ranging from one to ten dollars per year distributed over a period of ten years. The Minneapolis Board of Park Commissioners is

enabled to acquire land for public purposes through a very effective act of the Legislature of Minnesota, known as the Elwell Law, "An act relating to the acquisition of lands for streets, parks and parkways in cities of the first class and the





improvement and government thereof, and the improvement and government of existing streets, parks and parkways."

A centrally located city-wide athletic field is one of the outstanding assets of the Minneapolis playground system. This field known as *The Parade* is located in the very heart of our city in one of the most thickly populated areas from both the business and residence standpoint. It is of easy access to all car lines and covers about thirty-five acres. On this field are held all city-wide competitive games. Last season over 3,500 games of football, tennis, baseball, and diamond ball were played by 50,000 players and were witnessed by over 500,000 spectators.

Minneapolis has many natural features including her ten beautiful lakes within the city limits which make a modern park system possible, but in addition to her natural beauties the sentiment among her residents has always been for a beautiful and useful city as well as one of industrial and business activity. The city has been fortunate in receiving many gifts of land for park and playground purposes. The present park program provides for acquisition of grounds in sections of the city where playgrounds will be needed in the near future, but time will be taken before a tax levy for their operation is made.

In some instances very unsightly pieces of ground have been transformed into beauty spots improving the entire neighborhood as a residence district. Sibley Field is an outstanding example of this situation. This block of low land has been made attractive and serviceable by the moving of 68,000 cubic yards of sandy soil. The field will be completed this summer. Chicago Avenue Field was very similar to Sibley, having all four street corners at different grades. In this space over 13,000 cubic feet of soil have been moved. Brackett Field was acquired at a cost of \$34,600 and improved and equipped for \$33,466, leaving a balance in the fund for a shelter building and minor work of \$24,258.

Transforming a marsh or swamp into a park and playground is the work that is now progressing at Linden Hills Field between Lake Harriet and Lake Calhoun. Peat soil has been excavated and set aside to be used for top dressing. Twenty-one thousand cubic yards of soil have been procured from the outside for filling. A pipe line extending 3,600 feet from the field to Lake Calhoun is draining the land making ready for the improvements to be installed.

Nicollet Field in one of the city's most coming districts is being built from another great hollow covering an area of about twenty-two acres. One

hundred thousand cubic yards of filling has been necessary for this project which, when completed, will be one of the largest play centers of the city with a field house, three baseball diamonds, four football fields, twelve concrete tennis courts, two handball courts, a quarter mile track, eight diamond ball courts, eight horseshoe courts, one skating rink, one lighted hockey rink, two courts for roque, a wading pool for children and courts for bowling on the green. Nicollet Field is the model toward which the recreation department is working for all of its recreation fields. Each playground is furnished with swings, and regulation playground apparatus. Plans for the field houses embody a big assembly room, rooms for meetings of small groups and clubs, locker room, dressing rooms for athletic teams, and showers of concrete construction.

Minneapolis has a park and playground system of over 4,000 acres surrounded by fifty-six miles of boulevards. This system has been acquired at a very low cost. The per capita cost of parks and boulevards is \$1.00 per year and playgrounds cost each individual only seventeen cents. These improvements build up the city as no other feature can, building of homes following all park and playground development.

A thirteen-year-old boy with fourteen radio sets, all in working order, disposed about his person, appeared to enter the school playground radio set making contest in Chicago.

The boy was Wilbur Wetlin, and one of his sets was fashioned out of his mother's vanity case. Her powder box was the receptacle for another, and a pencil and two fountain pen caps proved the receptacles for three more.

Wilbur produced a penny match box, a mouse trap, an old watch case, two peanut shells and several other "pieces of junk," all of which were receiving sets. The peanut set, he explained, cost a nickel, because he had to buy a bag of peanuts.



The Largest Swimming Pool in Kansas

By

CHARLES I. ZIRKLE

Chamber of Commerce, Garden City, Kansas

In February, 1922, the Board of City Commissioners of Garden City decided that there was a great need in Western Kansas for a large swimming pool. They further decided that Garden City should be the location for such a pool. Realizing that the financial status of the city would make it impossible to obtain a pool through tax funds, they secured the cooperation of the Garden City Chamber of Commerce and other organizations, and as a result the community has an immense pool of solid concrete 345 feet long by 210 feet wide with a depth varying from eighteen inches to nine feet. It is located in the Frederick Finnup Park of one hundred acres recently donated to the city by George W. Finnup.

The entire cost of the swimming pool is about \$16,000.00 and contributions were secured to cover more than half the cost. The Chamber of Commerce secured from a number of the business men a list of honest debtors who were out of work and who gladly furnished teams of men for the excavation, the business men giving them credit on their accounts for the work done.

On numerous occasions last summer, as many as 300 people were swimming in the pool at one time, some of them driving for more than 100 miles to enjoy the privilege.

Because of the usually short mild winters, little skating is possible, but this winter the pool drew large crowds of people for the three weeks' skating season.

Garden City is fortunately located for maintaining a swimming pool at a minimum cost and keeping it supplied with an abundance of pure, clear water. The Arkansas Valley surrounding Garden City has been provided by nature with an inexhaustible supply of water at a depth of from ten to fifteen feet from the surface which is being pumped at a reasonable cost to irrigate thousands of acres of land—making this entire country a veritable garden spot.

We are very much indebted to Miss B. D. Platz for the attractive cover cut of dancing figures in silhouette by Winifred Bromhall which were used on the PLAYGROUND for several months.

The Story of a Playground

By

EDITH MASON DAWSON

Wickford, R. I.

The North Kingstown Parent-Teacher Association was organized in March, 1923, with a membership of fourteen women. At the end of the first year its membership had increased to 102 men and women from six different villages. The rapid growth and the splendid program of work accomplished has been due to the cooperation and fine community spirit with which the Association's activities have been met.

Immediately after its organization, the Club started its most important activity—a playground which was in successful operation from July 5 to Labor Day. The entire funds for the work were raised by subscription. A large field in Wickford, the central village, was loaned with the assurance that it would be at the Club's disposal every summer and apparatus was erected.

Twice a week children were brought in buses from four outlying villages. There was a registration of about 150 boys and girls from kindergarteners to college students and an average daily attendance of forty-five. A daily program of events included baseball, volley ball, quoits, tennis, croquet, folk dancing, basketry, stories, health talks, paper flower making and a few hours at the beach with instruction in swimming, diving and rowing. Once a week there were all-day sails on the bay or hikes to places of interest, with instruction in fire building, woodcraft and nature study. A series of competitive baseball games, quoits and tennis added much interest.

The season closed on Labor Day with an all-day athletic carnival—the first event of its kind ever held in the town. In the morning the various field events were run off and finals were played in tennis, quoits and volley ball. An orchestra played during the morning. At noon luncheon was served at cost price. In the afternoon came the water events—swims of various distances, according to the age of the child; skiff races, canoe tilting and tug-of-war. Nineteen medals and ribbons were awarded by the Club and eleven of the medals and certificates were issued by the Playground and Recreation Association of America.

A director and an assistant were in charge during the regular summer playground season, but late into the fall as long as the weather was good,

the playground was kept open for tennis and other sports under the volunteer leadership of teachers and a clergyman. The playground was made possible by the hearty cooperation of a large number of people and through the courtesy of the local paper, *The Wickford Standard*, which gave a large amount of free publicity.

On March 25 at the town meeting it was voted that the sum of \$1,000 be appropriated for recreation and physical training. The Town Council will appoint a Board of Recreation to administer the work.

Community Recreation in Richmond, Indiana

Richmond, Indiana, is a community of less than 25,000 people. Its recreation program is administered by a Community Service Board of private citizens representing many interests. The Executive Committee, in addition to the officers of Community Service and three members at large, is made up of the chairman of the committees on finance, publicity, men's and boys' activities, women's and girls' activities, social recreation, dramatics, arts and music. Miss Ruth Swezey is Executive Secretary.

During the past year the organization received from the Community Chest Welfare League \$6,736.77; from self-supporting activities \$2,713.09 were received, and \$2,511.98 was expended for the activities from which there was some income.

THE PROGRAM

Among the activities of the program were the following:

Girls' Activities Department—This department is headed by a committee of twenty-five women working with whom is a city-wide recreation board made up of thirty girls representing the various business houses, factories and women's organizations in the city. This board meets once a week to promote a city-wide program.

Last summer the committee was instrumental in establishing a girls' camp five miles out of the city. The camp was rented for the season at a cost of \$50, and equipped for accommodating twenty-five girls at one time. A charge of \$4.50 per week was made for each girl. One hundred and fifteen girls attended a week's vacation; over 200 for periods of one or two days, while 318

(Continued on page 188)

A Church Playground Center

By

AGNES B. HOLMES

Located on the border of one of the city's most congested districts, and back of old Christ Church, lies a plot of ground in which six years ago a group of women saw great possibilities for the relief of the thousands of little ones who live huddled together during the long, scorching hot days of Michigan's summer season, for the children whose only playground is either the dirty gutters of the streets or the backyards of the houses known to these neighbors as "home." And so, together, the Woman's Guild of the parish got to work and equipped this lot with swimming pool, ample apparatus and sand houses and threw it open for the enjoyment and relief of men, women and children of the community.

Year by year this Guild has watched the steady growth of the playground department up to the close of the summer of 1923 which brought a marked increase, and it was much to the regret of all who had spent so many happy hours within its borders that 1923 good-byes were said, the gates were closed and the happy days were over for another year. Under the auspices of the Recreation Committee of the Woman's Guild, the social worker, and three able playground leaders, this department of work brought to the playground for recreation from June 29th to September 3rd, 20,962 men, women and children of the neighborhood. And it may be interesting to note that of this number, the following nationalities were brought together — American, Bohemian, French, Greek, German, Hungarian, Indian, Italian, Mexican, Serbian, Syrian, Spanish, Rumanian.

Throughout the season these neighbors of all religions, Protestant, Orthodox, and Roman Catholic, became so closely affiliated with "their leaders" and "their playground" that life's daily cuts, bruises and problems to body and mind were brought in steady numbers to be diagnosed and bandaged at the Playground Center. The year 1923 instituted a number of new activities in the usual program. Among the most enjoyed were its weekly Community Dances with a total attendance of 762 young people, and weekly bus rides

were arranged for women and children, when a usual group of some fifty were taken into the country for a half day or were entertained at the country home of a Committee member. These rides were eagerly looked forward to and never closed without a bunch of flowers brought back to the one not able to go.

The season of 1923 also instituted a weekly Flower Day, maintained by the generosity of the Guild members, who regularly sent in garden flowers, which a special committee distributed to women and children of the district who had, in many cases, walked for blocks to get a single flower. This activity averaged seventy-five to a hundred a week and always included the sick and shut-ins who, through the Girl Scouts, grew regularly to anticipate this bit of brightness.

The development of boys and young men's work was most gratifying. It reached even the



NEVER-ENDING DELIGHTS OF WATER PLAY AT THE CHRIST CHURCH CENTER.

young married men of the neighborhood and grew so rapidly that it became necessary to secure the loan of other property for ball games and boys' activities. Here frequently one could find, after the day's work was over, a group of fifty or sixty boys and young men with their leader, enjoying some wholesome games.

Another need to be met the past season was "some place to go on Sunday" and so from four to eight the playground became the general meeting place for the family group, who in large numbers closed the hot houses and with baby and children enjoyed a picnic supper in the open.

Thus, unheralded, a group of women are trying in cordial cooperation with public organizations, to help out of the vast cauldron of a city's sordid slums, to lighten and brighten the lives of thousands of God's children, believing that "as ye do it unto one of the least of these ye do it unto Me."

Community Athletics From the Standpoint of the Church

By

REV. E. W. HUCKEL

Student, Harvard Graduate School of Education,
Former Assistant Rector, St. Luke's Church,
Philadelphia, Pa.

A serious lack of method seems to exist in our church athletic activities, and in my mind this failure is associated with faulty supervision and lack of a definite system. Most churches, while encouraging games and athletics among their younger members, have never devised a program of physical education which might be followed with any real efficiency.

These educational and recreative features have much to be said for them. They help to establish a point of contact with the clergy. They show the churches to be in sympathy with the natural interests of youth. Furthermore, they permit such healthful activities to be enjoyed amid wholesome surroundings.

The question remains, should such activities be restricted to the church building or parish halls? Or, should the minister give more of his attention and influence to the creation and guidance of public playgrounds?

The rector of a city church recently expressed this problem concisely when he said: "My own feeling is that every parish should carry on activities of this nature in order to hold its young people, but it is of course impossible to compete with community organizations, where splendid equipment and trained supervision is generally available." I think it is safe to say that among our churches the poor results obtained by the present system are due as much to faulty leadership as to inadequate equipment.

As a matter of fact, the minister's first care is the spiritual oversight of his flock. He has not always the time or the ability to undertake activities which require such special attention and training. If he entrusts the oversight of these games to volunteer helpers, he often finds that their inefficiency and unreliability wrecks more disturbance than benefit, and tends to defeat the ends for which the activities were undertaken.

Hit-or-miss methods of supervision fail to measure the real educational value of such activities which may come through proper organization.

The importance of physical education in the school curriculum is now recognized. It has an acknowledged place along with mental and moral education. Inefficient leadership of play in the church is not only harmful in individual cases, but shows its influence elsewhere. I have seen many boys' clubs and athletic teams in which there was much good material going to seed because of lack of adequate leadership. Non-athletic groups are in many cases more successful because under the direct supervision of the minister.

As a matter of fact, children are not averse to guidance or leadership. And their play can be made fruitful in proportion as they have this. The question is, do the churches really supply it?

The recent "Indiana Survey of Religious Education" draws attention to the fact that provision for recreational equipment in the churches is far less adequate than for the other organizations. One can readily verify this in his own community. Should, then, the churches tackle this problem in a scientific manner and endeavor to get the good results that are possible, or should they throw their influence into the cause of more and better playgrounds?

I think one remedy to the present situation would be some course in Health Training or Physical Education in the theological seminaries, whereby the future minister would be better equipped for handling this important problem. Failing this, a graduate student in physical education should be employed by the church, or by a league of churches, to organize and lead these activities and games. Some systematic program of play activities could be worked out by him in conjunction with the minister or ministers. Such men are available and schools are employing them to an ever increasing extent.

The other remedy is a better backing up of the community playgrounds by the churches and ministers. If the churches really fail in this matter of providing adequate facilities and faithful and intelligent leadership, why not concentrate their energies upon where it may be had? The disciplinary and educational values in athletics, the moral and physical training, are best to be achieved where there is skilled leadership. It is the duty and privilege of the churches to encourage this phase of activity in the manner that will bring the best and most lasting results. We should like to see athletics and games take a worthy position in the social life of the churches, or else be entrusted elsewhere where trained leadership and adequate equipment is provided.

Public Playgrounds versus Highway Perils

By

ABBIE L. JENKINS

Massachusetts State Federation of Women's Clubs

Within the past two years there has been a greatly awakened interest in the problem of public safety as evidenced in Massachusetts in the formation of the Committee for Public Safety, of which Mr. Lewis MacBrayne is field secretary. This is a real problem for in the whole United States 250,000 children were injured by motor car accidents in a single year. Meantime the number of motor cars increases with tremendous rapidity. In Massachusetts alone more than 400,000 vehicles were registered in 1923 and many thousands more came in from other states. This same condition prevails in all states of the Union. One must add to this danger that of the trolley car. In the United States there are 46,454 miles of tracks with 99,405 cars in daily operation.

The Toll of the Motor Car.

Figures gathered by May Bliss Dickinson, R.N., State Chairman of the Mothercraft and Child Welfare Department of the Massachusetts State Federation of Women's Clubs, show that in a single year more than 200 boys and girls lost their lives in Massachusetts streets and in the same year over 5,000 injuries occurred as the result of motor car accidents. In spite of these dangers, ball games are in progress every day in warm weather on our public highways, and during the winter the air resounds with the merry shouts of boys and girls as, regardless of perils, they throw snowballs and coast down steep hills and around sharp turns.

Playgrounds the Remedy.

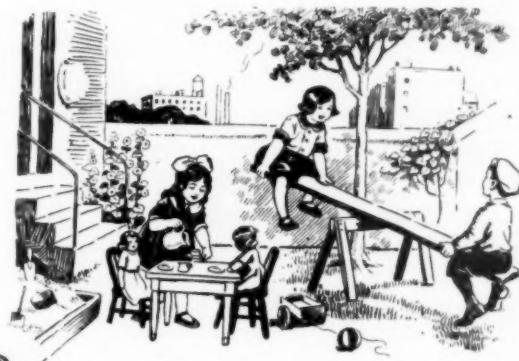
Faced with these challenging facts, the Mothercraft and Child Welfare Department decided as an essential part of its 1923 program to undertake the work of arousing the public to the danger of the streets and to the necessity for playgrounds with leadership in every community. The important new activity was assigned the writer, who during the past year has spoken before many women's clubs and in every possible way has urged the promotion of playgrounds throughout the State of Massachusetts. To keep children from playing in the streets through the provision of playgrounds has been the keynote of the pub-

licity. Public playgrounds conducted under leadership during the summer and winter may be made most effective in safeguarding children's lives. The objection is made in Massachusetts, as in other states, that the expense of a playground with leadership is too great for some of the communities of the State. It is, however, urged that in the interest of the lives and happiness of little children every municipality can secure at least a vacant lot or field and at small expense install the simplest equipment. In the winter arrangements can usually be made to flood the playgrounds.

The Backyard Playground.

The backyard playground will supplement the functions of the larger public playgrounds. Figures show that children under eight years of age are in the greatest danger. They are not old enough to understand traffic regulations and they are more heedless than other children in running into the street after a ball or rolling a hoop in the path of an automobile. The need of a backyard playground is therefore greater for little children.

Set the backyard out with some rambler roses along the fence. Add three or four honeysuckles or morning glories. Screen the ash barrels with lilac bushes. Place in this delightful playground a table and a few small chairs, and who can imagine a more charming spot for doll tea parties and the games so dear to every child? One such back yard playground proved so attractive to all children in the neighborhood that it became the starting point for the establishment of a community playground. It was arranged for the four children of a family. Within the first week thirty or forty children could be counted in the yard, little girls with their dolls and tea parties and boys exercising on the parallel bars and swinging.



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SHUT IN FROM ALL THE PERIL WITHOUT—A BACKYARD
PLAYGROUND INSURES SAFETY AND HAPPINESS.

The Call of Adventure

It is not true that safety is the prime object in life. We do not need more than a casual knowledge of either history or the human heart to realize that the passion for a first-hand experience of life with all its freshness and poignancy and danger is the driving force in the world. And when this is gone life will have lost not only its flavor but its spiritual significance as well. To attempt therefore to teach safety first in a literal sense to a child is to do violence to feelings that are deeply embedded in his nature and must result either in repression and fear or in repudiation—as at the hands of the two children of a friend of mine. He lives on Long Island Sound; his boy and girl are strong and fearless swimmers but the shore is somewhat dangerous and in an uninspired moment he let his anxiety take the shape of two neatly framed "Safety First" signs which he hung in his children's bedrooms. The nature of the effect was not evident until a few days later when he woke up to see on his own bedroom wall a sign reading, "Aw, Take a Chance." He is an Irishman with a sense of humor and he saw the point.

This was the normal reaction of a healthy-minded child to the attempt to make safety a primary element in life; an experience such as this arouses us to a sense of the delicacy of the field in which we are working and to a sense of how much it behooves us to know what we are doing, not only lest we do more harm than good, but lest we fail to accomplish the good which we might accomplish by better methods.

Hence, says Mr. Whitney, Secretary of the Education Section of the National Safety Council, who holds the position of associate general manager and actuary of the National Bureau of Casualty and Surety Underwriters, "instead of diminishing the adventure of life we must make more adequate provision for it and make sure that every one finds his share of it."

"Instead of making the world safe *from* danger, we must make the world, in a far deeper sense, safe *for* adventure; or, in a still fuller sense, we must save the world from the bad adventures which mere chance keeps ever waiting for us, to the good adventures which it is the purpose of the world that we should have."

What is the second aspect of this larger philosophy of safety? Obviously, its relationship to recreation:

"The public safety movement and the recreation movement must go hand in hand. We cannot put the children off the streets unless we can provide other places for them to play. We have no right to drive out the bad adventure, bad as it may be, unless we can make the good adventure possible. In other words, the safety movement, if it is to be a force in the world, must be definitely positive and not negative; it must open the door to the beautiful life at the same time that it closes the door to the ugly life."

"This is an exceedingly difficult problem, particularly in the cities. An authority on the care of children asserts that the problem of adventure is the most serious of the problems of the city child, far more difficult to solve than the problem of health. We shall, however, not make much progress with the public safety movement until it can be put on such a basis."

From The Survey, October 15, 1923

Power and Culture

(Continued from page 141)

Industry can be decentralized—the smaller community can be regained, with its old humanities. The mechanisms of such decentralization now wait man's use: has he the courage to make the world he needs? He could not control the past, for he could not foresee its direction. But now the future lies open before man, as it did in the day when Joshua said to Israel: "Behold, I have set before you life and good, death and evil: choose ye this day which ye will serve!"

Humanity has no spiritual future save in the fight for that economic and social freedom within which the mind can be free. Giant power, under public control, with power distributed to all on equal terms, offers economic freedom to humanity, the hope of communities within which intellectual freedom can be realized and the culture of the spirit will seem possible.

Such decentralization of living will tend to regenerate our culture by releasing it from the city's hot-houses, where it attains a superficial brilliance, and restoring it to its native rootage in reality. In the reinvigorated small community, the free mind will become creative; and schools, within which freer minds may develop, will appear once more.

Holders of vested interests in our present economic order will oppose these developments; and

(Continued on page 161)

In the Good Old Summer Time

SUGGESTIONS FOR SUMMER ACTIVITIES

Though summer, the heyday of outdoor sports, offers unlimited opportunity for varied activities, the recreation worker sometimes reaches the point in his summer program planning where the old saying, "There is nothing new under the sun," becomes very much a truism.

There are always, however, old activities in which interest never wanes, and ingenious recreation workers are constantly making adaptations which are adding fresh interest to old favorites. As a reminder of some of the activities which are being found successful and of the wealth of material available, the following suggestions are offered:

VARYING THE PLAYGROUND PROGRAM

It is possible to vary the usual playground program by special activities such as pet parades, pushmobile contests, doll parades, tournaments and contests of various kinds, outings from the playground to points of interest, and exhibits. There may, too, be days when the children entertain their parents and friends with programs which they themselves prepare.

What We Did on a Summer Playground, Pamphlet S 177, published by the Playground and Recreation Association of America, has a number of suggestions which playground workers will find valuable in developing special activities on the playground.

Nature Activities.

Where it is possible to take the children on hikes, some very interesting nature activities may be developed. In the Cornell Rural Leaflets, published at Ithaca, New York, are to be found the many fascinating nature games which may be played on the hike. As a result of the trip the children may make some interesting collections of flowers, foliage, twigs, bark and stones.

Health Activities.

In the summer when it is too hot to play the more active games for a long time, health games may be utilized with great benefit to the children. *Health in Play*, a recent publication of the American Child Health Association, 370 Seventh Avenue, New York City, contains some helpful suggestions along this line. In addition to this publication, which may be secured for 25c, the

Association has also published a number of rhymes and playlets which inject the play spirit into health instruction.

Storytelling.

This is a restful, entertaining activity which is particularly enjoyed by the children on hot, summer days. In increasing numbers recreation departments are training volunteers in storytelling so that this activity may be extended to all the playgrounds. To add interest it may be possible to have a flower festival with the storytellers costumed as either gardeners with wide hats or bonnets, aprons or overalls, or as flowers. Stories may be told about the various flowers.

Through the Playground and Recreation Association of America may be secured a bulletin entitled *Storytelling*, price 10c.

The Closing Festival on the Playground.

The playground festival which comes at the close of the playground season provides the opportunity not only for a demonstration of games, folk dancing and similar activities and for exhibits of handwork, but also for the presentation of a pageant or play which will introduce large groups of children and typify the opportunity of play and beauty which the playground program seeks to express.

The Magic Path—a fairy play in one act by Elizabeth Hines Hanley—is a charming play for a closing festival. It may be secured from the Bureau of Educational Dramatics of the Playground and Recreation Association of America for 15c.

The Treasure Chest—a fairy pageant play by Josephine Thorp—is a delightful play especially adapted to playground groups and for children from eight to fourteen years of age. It is obtainable through the Drama Book Shop, 29 West 47th Street, New York City, for 40c.

The Masque of the Pied Piper—from *Plays for School and Camp* by Katherine Lord, published by Little, Brown & Company, 354 Fourth Avenue, New York City—is an unusual adaptation of the ever famous "Piper" which also commends itself to playground use.

HANDICRAFT ACTIVITIES

The revival of interest in handicraft on the playgrounds has given rise to many new ideas, and the variety of articles which the children can

make has greatly increased. In addition to basketry, sewing and the many activities along this line which for years have been a part of the program, the present day handcraft program includes kite and lantern making; model boat and airplane construction; cardboard, cork, wooden and tin toys; the making of radio sets, bird houses and the many articles which crepe paper and wax make possible.

The element of beauty is playing a large part in the handwork of today. The lantern parades and exhibits of flowers made by children on the playgrounds of the South Park Commission of Chicago are notable for their beauty and for the creative ability which the children have shown. A number of books on various types of handcraft have recently appeared. The series by A. Neely Hall has been augmented by two or three additional books, and Dennison Company has issued under the title *Dennison Instruction Book* a series of booklets formerly published separately: *How to Decorate Halls, Booths and Automobiles; Tables and Favors; How to Make Paper Costumes; Weaving with Paper Rope; How to Make Crepe Paper Flowers, and Sealing Wax Art.*

Another edition of Mr. Miller's practical book on *Kitecraft and Kite Tournaments* has just been published.

Anyone desiring a bibliography on handcraft activities may secure it by writing the Playground and Recreation Association of America.

Sand Modeling Contests.

Modeling in the sand gives full play to the child's imagination and creative ability. With a few simple molds and tools a child may build villages and reproduce a thousand and one things which are a part of his daily experience or which he sees in his imagination. A number of cities have conducted contests with judges determining the most original, neatest and best made sand articles.

Sandcraft, by J. Leonard Mason, published by J. L. Hammet Company, Cambridge, price \$1.00, is an exceedingly suggestive book for sand play. A set of tools designed by Mr. Mason may be secured to put into effect the suggestions offered in the book.

FIELD DAYS AND ATHLETICS.

In early summer field days and track and field meets are "the order of the day." Chapters are devoted to the conduct of such field days in *Recreative Athletics and Rural and Small Com-*

munity Recreation, which may be secured from the Playground and Recreation Association of America at 50c.

Athletic Leagues.

Twilight baseball and basketball leagues flourish during the summer months. The following mimeographed statement, which may be secured from the Association, is helpful in developing these sports: *Basketball and Baseball Leagues and Intra-park Indoor Sports*, price 10c.

Athletic Badge Tests.

Every summer thousands of boys and girls on the playgrounds take the physical efficiency tests issued by the Association. Copies of the tests will be mailed free to anyone requesting them.

CONTESTS AND TOURNAMENTS

There are various types of tournaments and contests which add greatly to the interest of the summer program. A number of them are the outgrowth of some of the handicraft activities. Among these may be mentioned kite flying, model airplane and model boat sailing contests.

Some of the other contests which may be held follow:

Top Spinning Tournament.

Among the events for such tournaments are diablo, duration and tossing contests, top duration spins, whip top distance races, accuracy top casting at chalked targets, stunt pick-ups, girls' top spinning duration and accuracy contests.

Among the events for such tournaments are endurance races, target contests for accuracy, distance casting or a home made top contest.

Croquet Tournament.

Croquet requires considerable skill and is gaining in popularity with both young and old. Rules for croquet are to be found in Spalding's Manual No. 43R on *Lawn Sports*, which also gives rules for roque, golf-croquet, clock-golf, archery, tether ball, garden and lawn hockey, cricket, pin ball, basket goal, badminton, hand tennis, hand polo, wicket polo and drawing room hockey.

Stilt Contest.

Stilt contests are unique and invariably arouse a great deal of interest. The events used in the stilt contest held in Minneapolis are described in Bulletin C. S. I. No. 845, which may be secured through the Association.

Horseshoe Tournament.

Interest in this activity is constantly growing.

Rules may be secured on request from the Association. Spalding's Manual No. 86R, price 25c, gives information on quoits, lawn bowls, horseshoe pitching and Bocce.

Tennis Tournament.

Here again is a sport which is growing in popularity. A constitution and by-laws for a tennis association and rules for inter-playground tennis tournaments may be secured from the Playground and Recreation Association of America. Spalding's Lawn Tennis Manual No. 67R, price 25c, also contains suggestions for the conduct of tournaments.

Fly Casting Tournament.

Fly casting clubs and events are becoming a part of the recreation program in a number of cities. Official events recognized by the National Association of Scientific Angling Clubs are as follows:

1. Accuracy Fly— $5\frac{3}{4}$ oz. rod.
2. Dry Fly Accuracy— $5\frac{3}{4}$ oz. rod.
3. Dry Fly Accuracy— $5\frac{3}{4}$ oz. rod.
Unknown distances.
4. Distance Fly— $4\frac{3}{4}$ oz. rod.
5. Distance Fly— $5\frac{3}{4}$ oz. rod.
6. Salmon Fly.
7. Accuracy Bait—Half ounce.
8. Accuracy Bait—Quarter-ounce.
9. Accuracy Bait—Fisherman's $\frac{5}{8}$ oz. plug.
10. Distance Bait—Half ounce.
11. Distance Bait—Quarter ounce.
12. Distance Bait— $\frac{5}{8}$ oz. plug.

WATER SPORTS.

Nothing is more inviting than the cool, sparkling water of a lake, pond or pool on a burning hot day in midsummer. Add to this a program of attractive water games, sports and contests and there will be no lack of participants.

Swimming Events.

From Thomas E. Wilson & Co., Chicago, New York and San Francisco, may be secured official Swimming Guide, price 25c, which contains official rules for swimming, diving, water polo, water basketball and baseball, international or soccer water polo, water cage ball and life saving. *Recreative Athletics* contains a chapter on water sports, and Bulletin No. 902 issued by the Association gives directions for a number of the games, competitive stunts and novelty races used by the Playgrounds and Sports Division of the Chicago South Park Commission. *Games for Boys* by G. S. Ripley, price \$1.90, published by

Henry Holt & Co., has a chapter on Camp Stunts and Water Sports. Bulletins on swimming and life saving may be secured from the American Red Cross, Washington, D. C.

Learn to Swim Weeks and Water Carnivals.

Some cities have made their water sports carnival a part of Learn to Swim Week devoted to stimulating interest in swimming and promoting swimming instruction.

The carnival idea may be developed by having decorated floats of various types. This may be worked out with rowboats or canoes and may take place in the day time or in the evening when the boats may be decorated with lanterns.

Drama and Water Sports.

The injection of drama in water sports is an interesting development of which many recreation workers may want to take advantage. Through the Woman's Press, 600 Lexington Avenue, New York City, may be secured two water pageants: One, called *The Giant's Garden*, introduces a number of children who play games, six older girls who dance, two girls who can dive and swim and a group of others who can swim. The second pageant is called *A Fairy Play without Words*. Wood nymphs and water nymphs participate and there is much opportunity for swimming and dancing. These two pageants may be secured for 50c.

The Raven Man by Katherine Lord, a play especially adapted to outdoor production on the shores of a lake or stream. It embodies incidents taken from traditional Indian stories and contains dances and songs. A swimming contest may be introduced. The play is published in a book called *Plays for School and Camp* published by Little, Brown & Co., 354 Fourth Avenue, New York City, price \$1.50.

Beach Trips.

In some cities where there is a swimming beach nearby trucks are secured and the children, who provide their own lunches for the event, are taken for an all-day trip to the beach where they may swim under supervision.

Street Showers.

Street showers are rapidly becoming one of the most popular of water sports. Where such showers are installed the fire department and street department are very cooperative in allowing the street to be closed for a short period while fire hydrants are being used for the purpose. The Detroit Board of Fire Commissioners has invented

a shower which can be attached to any fire hydrant. Dr. L. R. Burnett, Superintendent of Recreation of Paterson, New Jersey, has also devised a shower which may be purchased through him.

PICNICS AND OUTINGS

The ideal picnicking weather comes with the summer season. An informal program of games, stunts and athletic events helps to make such an occasion much more enjoyable. In *Have You a Picnic Kit?* by J. R. Batchelor, a pamphlet published by the Playground and Recreation Association of America, which may be secured free of charge, will be found the equipment for a picnic kit and a program of events which may be followed. There is also available through the Association a collection of play songs—largely stunt songs—which add to the enjoyment of a picnic. This may be secured for 15c.

Overnight hikes, beach parties and bacon bats all have their place in the summer program of outings.

Camping.

Each year sees a tremendous increase in the number of organized camps established by recreation commissions and groups of various kinds. Even though the beginning may be very simple and the equipment far from adequate, it is well worth while for a city to make a start.

In *Camping Out*, a manual on organized camping, published by Macmillan Company, has been brought together a vast amount of practical information on all phases of camping. Copies may be secured through the Playground and Recreation Association of America, price \$2.00.

Neighborhood Gatherings.

In the summer street and vacant lot play is at its height. (See article on *Street and Vacant Lot Play* appearing in this issue.) Block parties and dances with the opportunity they offer for the recreation of adults are features of the summer playground. A portable moving picture machine carried from neighborhood to neighborhood provides the means for entertaining thousands of people on a hot summer night. In the same way community singing may be conducted with a piano placed on a truck and the ^{After} of a song thrown upon a screen by a stereopticon.

HOLIDAYS AND SPECIAL DAYS.

Flag Day.

This day, June 14th, has been set aside as a

day when special honor shall be accorded the "Stars and Stripes." Flags should be displayed from every home. A service in honor of the flag, called *The Flag of the Free*, by Elizabeth Grimball, price 15c, is available from the Bureau of Educational Dramatics, Playground and Recreation Association of America. E. S. Werner & Co., 11 East 14th Street, New York City, publish directions for various types of flag drills.

It is suggested that a special music program would be suitable for the day, featuring such music as *The Star Spangled Banner*; *The Stars and Stripes Forever*, by Sousa; *When the Flag Goes By*, by George B. Nevin; and *The Americans Come*, by Fay Foster, music for these to be purchased from music stores. Tableaux and pantomimes might be utilized on some of the songs. *Independence Day*.

A safe and sane Fourth has become an accomplished fact in many cities. Ways in which the day was celebrated last year and suggestions for new programs may be found in the June 1923 PLAYGROUND.

Lists of pageants, festivals and play recitations and music suitable for the celebration of the day are given in Bulletin No. 520, which may be secured from the Bureau of Educational Dramatics of the Playground and Recreation Association of America.

A patriotic pageant by Constance D'Arcy Mackay called *A Hosting of Heroes* is also available from this Bureau, price 25c. In it Davy Crockett and his followers, Revolutionary heroes, northern and southern color bearers from the Civil War, veterans of the World War, pirates, American Marines of the Barbary Coast Wars, Arabs and Rough Riders all meet in an interesting assemblage welded together by historical facts and traditions.

Still another festival which may also be secured from the Bureau is *A Festival of Freedom*, by Mrs. Elizabeth H. Hanley, which reviews the Nation's patriotic songs by means of tableau, song and story. (Bulletin No. 526B, price 10c.)

MUSIC

Band concerts and community singing are always popular during the summer months. Through some park departments these concerts are being broadcast by radio. In connection with band concerts Bulletin No. 144, *A Civic Music Plan*, will be helpful. Band accompaniments for old community songs may be purchased from C. C. Birchard & Co., 221 Columbus Avenue, Bos-

ton. Band arrangements for new popular songs may be secured from the respective publishers.

Other musical events may include twilight music festivals on a town plaza or on the steps of the town hall or other building, the program to include folk dancing, community singing and music by soloists and groups and boat excursions with community singing as a feature. Music may have an important part in a water carnival. The program may include songs by groups in boats, music by ukulele clubs and Venetian boat regatta groups. An inter-playground music meet and contest is also suggested, a feature of this to be a ukulele club contest with singing groups, especially girls, playing their own accompaniment. A number of bulletins on ukulele playing may be secured from the Association.

There may also take place during the summer months a city harmonica contest. This is especially good for the boys of the playgrounds. Elimination contests may be held to pick entries from the playgrounds and other groups for the harmonica finals. Bulletins on harmonica tournaments may be secured from the Association.



A SCENE FROM "THE FULL MOON" BY LADY GREGORY,
WHICH WAS PRODUCED BY BOSTON COMMUNITY
SERVICE

Power and Culture

(Continued from page 156)

properly so, for salvation must not be too easy. Humanists whose culture is an imitation of the Greeks will also oppose them: a humanism indigenous to our soil would not be to their liking.

For mankind, these are crucial times. Wishing can do little. But thinking can lay hold upon the materials of the future and make a world in which humanity will be freed and enfranchised; or a world in which humanity will lose itself under the mazes of economic mechanisms.

This is the Day of Choosing: We stand, today, where the Greeks once stood: face to face with Fate. We have Power beyond their dreams of power: power that indisputably belongs in the realm of nature, the proper use of which need not degrade a single human being. We can see the Fates at work. We can build communities upon the foundations of great but decentralized power, we can build small communities where life and culture can be rooted in normal relationships. We can provide the materials out of which men can make for themselves the manner of life they prefer. Or, we can surrender to the control of the greater machine, permit electricity to make permanent what the steam-engine began, be happy in the roar of industry and lose all our sense of freedom, justice and beauty. "The history of the world is the world's judgment day!"

The Third Round Table Conference of Recreation Officials and Executives held at Allentown, Pennsylvania, April 9-11, was significant for its emphasis on the larger phases and values of the leisure time movement. Such topics were presented as *The Volunteer Worker in Recreation*, *The Objectives of Recreation* and *The Community Values of Recreation*.

Practical phases of the movement, however, were not overlooked and there were discussions of physical efficiency tests, industrial recreation, recreation and city planning, the use for recreation purposes of public buildings such as schools, armories, firehouses, lodges and club buildings, athletic organizations, special days and events, recreation administration and similar topics.

Street and Vacant Lot Play

By

GENEVIEVE TURNER HOLMAN

With spring and early summer comes the lure of the outdoors and with it the opportunity for those who are promoting a community recreation program to make every bit of available space count. In congested cities the question arises, "What can be done to turn to account for children and adults the vacant lots and the streets which are still the only play space which some neighborhoods have?"

EARLY BEGINNINGS IN ORGANIZED STREET AND VACANT LOT PLAY

Early in the history of the play movement a number of Boards of Recreation and private recreation groups recognized the necessity for doing something to improve conditions of play in neighborhoods where funds were not yet available for the establishment of regularly equipped playgrounds with leadership, and the vacant lot and street play movement came into being. The experiences of those early days—the experiments worked out in New York City under the Guild of Play, in Baltimore by the Play League, in Chicago under the Play Zone, and the activities conducted in a number of cities laid the foundation for the present day developments in street and vacant lot play centers.

How New York Began Its Street Play Work.

In the spring of 1909 the Parks and Playgrounds Association made an experiment in street play. Groups of girls under fourteen years of age, numbering from thirty-five to fifty, were organized for play hours. Leaders met each group twice a week and took the girls to a nearby park, or if there was no park to a quiet street for games, dancing and storytelling. An entertainment was planned for Christmas time and another for spring for the enjoyment of inmates of hospitals or asylums. Making costumes for these entertainments furnished handwork for the girls on days when the weather made it impossible to play out of doors. The Guild had neither equipment nor apparatus, but it had the main essential—leadership.

The Baltimore Program.

The work in Baltimore which began in 1910 has many suggestions for 1924 programs which may be undertaken.

To bring a more joyous play experience to children in neighborhoods remote from the regularly organized play centers was the purpose of Baltimore's Play League, which opened five centers during the first summer of its existence under the leadership of Miss Mary B. Steuart. There were three centers for white children and two for colored. The staff was limited because of lack of funds and this meant that only two workers could be assigned to the centers for white children. These leaders went to each of the three centers twice a week. Two colored leaders went to each of the colored centers three times a week. The play period began in the afternoon about 4 o'clock and was continued through the early evening hours to attract the interest of the parents.

The Center for White Children in Action.—The first step was to get permission to use the space for play purposes. The police authorities granted permission to use the streets in the neighborhoods selected, provided hard balls were not used. The street set aside for white children was in front of a settlement house and here it was possible to store the play material between play days. On the wide pavement in front of the settlement house one leader gathered the younger boys and girls together for singing and circle games, folk dancing, dramatic play and sometimes hand activities, for which the settlement lent its kindergarten chairs. At the same time the second leader brought out the balls and other game materials for the older groups, one of which consisted of boys from eight to eleven years of age—too sophisticated to play with the children in the circle games but not large enough to be included in the big boys' games. Their scene of action was a small triangular space where the streets intersected. Here they marked off a circle with white crayon and played circle dodge ball, Snatch, Duck-on-a-Rock, Prisoner's Base, and many other games. Particularly popular were the novelty races such as three-legged and potato races.

Firemen as Play Leaders.—The third action of this three-ring circus of play took place in front of a fire engine house next to the settlement, which like the settlement, had a pavement of double width. As a rule, it is undesirable for

children to play in front of an engine house because of the danger which may arise when an alarm sounds and the engine leaves the fire house, but here the cooperative firemen permitted the big boys from twelve to sixteen years of age to use the space during the hour when the leaders were at the play center. One fireman acted as guard at the door during the play hour. Others were usually on hand to referee or act as time-keeper for the games. Thus there was virtually a man leader for the older boys. Just before the hour for play on hot or dusty days the firemen turned the hose on the pavement in front of the settlement house and the engine house. When the leaders arrived they found the play space cool and clean and a spirit of play already in possession, because the firemen had allowed all the children who wished to stand in or run through the column of water.

In the widened space in front of the engine house the boys marked an elliptical shaped court for circle dodge ball. Here they played long ball according to the regular rules, except that they batted a volley ball with their hands instead of using a playground ball and bat. Later in the season these boys entered the tournament conducted by the Baltimore Athletic League, defeating several teams from the regular centers in long ball and circle dodge ball. This attracted the interest of the officials of the Public Athletic League and led to their decision to operate similar centers during the winter.

Bringing in the Mothers.—The first leader, after about an hour and a half to two hours of active games, led the group to some friendly doorstep for storytelling. It was the practice to go first to one and then another doorstep, the children of the family to whom the doorsteps belonged acting as proud hosts. By this time it was about 7 o'clock and mothers appeared with their babies and listened to the stories. The leader taught them finger plays and other mother plays with which to amuse their babies.

The Vacant Lot Center.

The vacant lot center for white children was opened in a congested neighborhood near a copper works. The manager of the plant gave permission to store the play materials in one of the office rooms. When the leaders arrived at the door of this room, they invariably found a waiting escort of boys and girls to carry out to the grounds the market basket containing balls and other play material and the bats and the crossbars for jump-

ing. Before many minutes the spirit of play would transform the bare, yellow, parched vacant lot into a playground. The boys erected posts for volleyball, set bases for playground ball, drove stakes for quoits and marked courts in the sand for captain ball and circle dodge ball. The vacant lot had all of the portable material which the regular centers had. All the games and play were there except possibly those requiring stationary gymnastic apparatus and hand activities needing protection from the sun. The leaders taught many folk dances which could be danced to singing, humming and whistling. A convenient sandpile gave opportunity for sand activities. The two-hour play period passed all too quickly for the many activities which were possible at the center.

From the leaders' point of view there was a certain satisfaction in leading play where there was no gymnastic apparatus because the interest of the children centered around the game materials and the leaders who gave them out. While the boys and girls gathered to receive the material, the leader made announcements, organized the children into groups and elected group captains who were responsible to the play leader for the balls and other equipment they were using.

The Centers for Colored Boys and Girls.

In charge of these two centers were two colored leaders—a young man and a woman. One center was in the grounds of a school. Like the vacant lot centers it was bare of any equipment but had the advantage of shade from the school building. The games were limited, however, because of the hard gravel-covered surface. At this center every play day took on the appearance of a field day or a picnic. The number of participants reached several hundred. On the first day older boys and girls and even young men and women gathered in as large numbers as did the children, and there were not enough balls and game materials to meet the demand. The need was so real, however, that the recreation officials decided to send additional portable equipment, and at the next meeting leaders began the work of organizing groups. Each group elected a leader who was responsible to the play leader for any play material which his group used. Soon the vacant lot presented the spectacle of many groups of various ages playing at various activities and adults became participants in the activities of vacant lot playgrounds.

A Park Playground Center.

The fifth experiment in vacant lot play centers

was tried out in a fashionable neighborhood where children were taken by their nurses. There in one corner of the park the play leaders met the children for games and stories. None of the children were over twelve years of age and the number at this center was not large. There was, however, great enthusiasm on the part of the children and the center was successful.

Enrollment in the Play League.

At the close of the first meeting of the street play and vacant lot centers the leaders announced that those who had had a good time and wanted to come again might do so by enrolling their names and by bringing at the next meeting a penny which would pay for a red button marked *Play League*, which they were to keep as evidence of their membership. The children liked the idea of becoming members, but the leaders found it was not wise to approach the older ones at their first attendance with a request for enrollment. It was found wiser to wait until they had become interested and were eager to be recognized as members. The play leaders could withdraw privileges for any serious breach of discipline and the offender would forfeit his button. In no case, however, did this action become necessary.

The success of the summer experiment led to the decision of the Children's Playground Association and the Public Athletic League to operate similar centers after school throughout the winter. Nineteen centers were established, many of them in school yards. The school authorities usually extended the use of a room for storytelling and on stormy days for indoor games.

Chicago's Play Zone.

An experiment in conducting street play during the winter was one of Chicago's contributions in 1911 under the leadership of Mr. Petrie of the Municipal Playground Association. When the pavements and streets were packed with snow and ice, the children played games and enjoyed activities of many kinds under leadership. At this center an unoccupied room in one of the tenements was made available to the Play Zone by the owner. This room was unheated but it served as shelter from the wind to which children could retire from time to time. There were tables for games and hand activities. After an hour and a half of active play in the street, the leader would bring the boys and girls into this room for a twenty-minute period of storytelling and announcements about the next meeting.

LATER DEVELOPMENTS

Though there has been a tremendous increase in the recreation facilities provided since 1909 by municipal bodies and private groups, the present movement has not kept pace with the growth of cities and there are still congested quarters where street and vacant lot play are necessary. During the war there were a number of developments in street play activities. In a number of cities the "market basket equipment" of the earlier vacant lot play of Baltimore evolved into a neat kit box of equipment containing such material as a basketball, playground ball, volley ball, medicine ball, two goals, two bats, a volley ball net and a set of quoits. These were packed in a neat wooden box resembling a tool chest. A so-called "wonder box" put out by one athletic goods house contained a pair of basketball goals, a basketball, a serve-us ball and net, a medicine ball, two indoor baseballs and an indoor baseball bat. Still another box contained an outseam basketball, an outseam volley ball, a playground ball, a set of 2½ lb. quoits with pins, a pump, a pair of basketball goals, a volley ball net, two bats, a medicine ball and a repair kit.

Increasingly during the war period adults were brought into the program. Outdoor moving pictures in vacant lots became popular. Block parties and pavement dances of many cities proved successful in getting people to enjoy themselves with their neighbors. The plan developed of sending wandering storytellers—sometimes dressed as gypsies or as old-time minstrels—into neighborhoods to tell stories on doorsteps and at street corners. Similarly, in some cities wandering players from a truck equipped as a stage delighted crowds with their performances.

An interesting development in New York City was community singing in congested neighborhood streets made possible by an equipped Ford truck with a piano, a frame to hold song sheets and a stereopticon lantern. When sings were held during daylight hours, the leaders used song sheets of oilcloth on which the words of the songs were printed in black. After dark they used the stereopticon lantern to flash the words against a wall. Before the hour of the sing the street was roped off and the leaders conducted games for boys and girls. Adults took part in some of the games and a feature was made of the tugs-of-war for the men. Whole families took part in the sings.

SOME RECENT DEVELOPMENTS

As time went on many new games and

activities were added to the program and a popular feature of the past few years in street and vacant lot play has been the development of hydrant shower baths, various types of which have been devised. Some of them are very simple in construction and may be carried from neighborhood to neighborhood. Others are more elaborate. Detroit has a shower consisting of a piece of 2" galvanized iron pipe about 2' long attached to a coupling with holes drilled in it so that it sends a stream of water from 8' to 10' high for a radius of about 100 feet. The recreation authorities of Paterson, New Jersey, have devised an inexpensive shower which may be attached to a street fire hydrant, a supply of water spreading over a half circle 60 feet in diameter is thrown out, the flow of which a valve control may easily regulate by a few turns. Further information about the shower may be secured from Dr. L. R. Burnett, City Hall. Kansas City also has devised an inexpensive portable shower as shown in THE PLAYGROUND for November.

PRACTICAL SUGGESTIONS FOR STREET AND VACANT LOT PLAY

The following suggestions are offered on the basis of the past experience of a number of cities:

1. Get permission from the proper authorities to use the vacant lot or to have certain streets set aside for play.
2. Secure the assignment of policemen to assist in safeguarding the use of the play space.
3. Arrange to have a sign notifying the public that the street is closed to traffic.
4. Arrange for a safe place to store the play materials, perhaps in some friendly business house, settlement house or a school. At a vacant lot center the use of which may be secured indefinitely the group in charge may wish to build a small, inexpensive, shelter house. In some instances a strong chest will answer the purpose.
5. Arrange, if possible, for some nearby indoor space in which as many of the regular indoor activities can be carried on as space and the number of leaders permit. In a very limited space a resourceful leader can organize club meetings, dramatic, musical and social activities for a large number of groups taking turn about.

6. Provide activities for adults in so far as facilities and funds permit. The indoor facilities mentioned may be open to adults. It may be feasible to install electric lights at vacant lot centers which are to be used for a long enough period to justify the expense and which can be adequately

supervised at night. If this is done, band concerts, outdoor movies and community singing will attract adults. In the late afternoon baseball and other activities may be arranged for older boys and girls and for adults who are employed during the day.

7. Employ a number of trained leaders—a man for activities for older boys and a woman who can conduct play activities for little children and dramatic, social, musical and club activities for older boys and girls. Activities of this sort pre-suppose the availability of some room in a nearby settlement or school or one which the Board may rent for the purpose. Train volunteers to help in conducting activities.

The number of leaders will determine the number of meetings a week for each center. In street play the hours are usually limited to those of late afternoon and early evening after the busy hours of traffic are over. It has been a custom to send leaders only three or four times a week. If the number of boys and girls who will participate is large, all age groups may not be able to take part in organized team games on a single ground unless there are two or three leaders. Meetings should be frequent enough so that each group of boys and girls can participate three times a week. If the numbers demand, an effort should be made to operate street and vacant lot centers daily. Club meetings for boys and girls should be at least once in two weeks or they will not hold interest. Dramatic and choral practice for children and adults must be weekly in order to get results. Civic and social clubs for adults may meet only once a month.

Equipment for a Vacant Lot Center.

Supply as much equipment as can be taken care of properly. Where a lot is not permanently the property of the group in charge, it is inadvisable to install stationary apparatus at large expense. The following equipment and supplies are suggested as a minimum amount for a vacant lot play center:

A Measuring Tape—This is one of the chief articles to supply. It is surprising how many measuring games can be played with it and informal athletic tests given.

Cheesecloth—Several yards of cheesecloth should be supplied so that leaders will always have on hand squares for *Circle Tag*, *Dangerous Neighbor*, *Drop the Handkerchief*, *Snatch* and similar games.

Equipment for Snatch—This includes a stick with one end sharpened to a point to drive into

the ground $1\frac{1}{2}$ ' above the ground, and a square of cheesecloth. It is advisable to have two or more sets of equipment so that several groups can play this popular game at one time.

For Potato Race or Relay—Large pebbles will do but it is better to have cubes of wood or darning eggs which may be purchased in different colors, thus being easily distinguishable. For younger children two or three eggs are needed for each row; with older ones four are used. The race is usually run in heats of four. This requires from 12 to 16 pebbles, cubes or whatever objects are used. There should also be provided four boxes or baskets in which the players place the object; small baskets in which peaches and potatoes are sold in the market may be used.

For Beanbag Throw—This requires a box or basket and one or more beanbags. It is well to keep on hand a dozen beanbags in good condition. Pebbles may be substituted for the beans.

For Broad Jump—A spaded pit with take-off and measuring tape are required for the broad jump.

Horseshoe Pitching—For this there should be four horseshoes—iron quoits may be purchased but horseshoes are the traditional properties—and two iron stakes driven into the ground so that they project about 6 inches.

For Baseball—Playground ball is the adaptation of baseball most practicable for vacant lot purposes because it can be played on a smaller space than regulation baseball. The ball used is a 12" or 14" playground ball—a yarn ball may be substituted. Two or more regulation ball bats should be kept on hand. If space permits, there should be two diamonds and two sets of bases so that two groups may play at the same time; smaller boys and girls on one and older ones on the other, or boys on one and girls on the other. It is necessary to provide a diamond with homeplate, batter's box, pitcher's box and three bases. On a grassy surface bags may be used for bases.

For Long Ball—This game requires a playground ball, basketball or soccer ball and a playground bat if playground ball is used.

For Circle Dodge Ball—A circular court about 15 feet in diameter may be marked on a gravel or sand surface with a stick; on grass surface with lime. The ball may be an inflated ball—a soccer, basketball or volley ball.

For High Jump—The pit used for the broad jump is suitable for the high jump. The standards should have holes bored through them at one

or two-inch spaces beginning from 1 foot to 6 feet above the ground. Through these holes are thrust the pins which hold the crossbar.

For Captain Ball—The ball may be a basketball, soccer or volley ball. For a grass-covered surface four strips of lath are bound into a square with nails securing them at the corners, sufficiently long to project through and pierce the ground. Another plan is to use for each base a square of oilcloth; still another to mark the bases with lines.

For Clock Golf—A golf putting course of nine holes for practice in putting will attract adults in some neighborhoods. Two putters and two golf balls may be furnished and with these boys and girls may easily learn this part of the game of golf.

Materials for Imitative or Dramatic Play—The express wagons, pushmobiles and kiddie cars brought by the children will help in developing some impersonation play—for example, the children may pretend their cars are motor busses, or the playground is an amusement park where the visitors take rides on the various vehicles. If there is any shade on the lot, the leaders should set aside a period once a week or at least once in two weeks for a doll hour.

Materials for Hand Activities—If the vacant lot center is open regularly and provides some shade, some time may be given to such handwork as the making of kites, pushmobiles, paper dolls and similar toys. As has been suggested, these supplies and the balls, bats and materials mentioned may be carried every night to some nearby fire engine house, factory, church or settlement house.

Additional Equipment—With the above equipment much can be done but it is well, if possible, to furnish additional equipment which can be put in at little or no expense, even on vacant lots which can be used only one season. Often the older boys can do the work.

Volley Ball—Volley ball equipment requires two posts tall enough for a net to be stretched so that its top will be 7 feet above the ground, a net and a volley ball.

Newcomb—The equipment for this game is the same as that for volley ball, except that a string may be substituted for a net and a basketball or improvised ball may be used instead of a volley ball.

Tether Ball—A pole should be set in the ground 10 feet high. A tennis ball on a string, tennis racquets or a substitute toy racquet or flat board with a handle constitute the equipment.

Tennis—Equipment for tennis will attract adults and older boys and girls as will nothing else. A grass-covered surface, even though it may be only fairly smooth, will suffice. The playground may provide two or four of the least expensive racquets and two balls which beginners may use until they become sufficiently interested to purchase their own equipment.

Permanent Equipment—If it is certain that the vacant lot can be used for several seasons, it may be worth while to put in a little permanent equipment such as an inexpensive shelter house with shelves for game materials, a desk for the leader and a roof as protection from sun and rain over a platform for dancing, stories, quiet games and hand activities. For the play of little children there may be installed a sand court, slide, low swings, seesaws and low parallel bars.

Flooding the Lot.

In winter the vacant lot center may be flooded for skating, and low slides may be erected if there are no natural slopes down which the children may coast on their sleds.

Equipment for a Street Play Center.

The equipment for a street play center must be entirely portable. To store it baskets may be used which are kept over night at nearby settlements, churches, schools or in private homes. On a street play center all the games must be those which can be played in a long, narrow space. Hard balls should not be permitted. Much of the same equipment used for vacant lot play is appropriate for street play and a measuring tape, cheesecloth, equipment for potato race, for *Black and White* and for similar games should be provided. For the most part the games used in vacant lot play may be a part of the program of street play, though in some games a little adaptation may be necessary. For example, if in *Snatch* it is impossible to drive the stick into the street, it may be fixed in a standard Christmas tree fashion. The circular court generally used in circle dodge ball may be made elliptical where the street is narrow. For captain ball the bases and boundaries may be marked on the pavement with white crayon, the string used being the length of the radius of a base.

Other games which may be played in the street are the following:

Punch Ball—In adapting to street play the rules of punch ball, which is much like baseball, three bases should be marked off—the first and third being the width of the street apart; the second

and home base being twice as far apart as the first and third. A tennis ball should be used.

Hand Ball—In street play the court may be marked on the side of a building having no windows or very few of them. Any window there may be should be screened so that it will not be injured by the tennis ball used.

For Quiet Activities.

There should be story and picture books and materials for making scrap books. Quiet games should include caroms, checkers, dominoes and parchesi sets. The games may be distributed to children living in the streets closed for play so that they may play them during the hours while the leaders are at the center. Unless the center is open under leadership for more than two hours it is preferable not to try to introduce manual activities.

Organized, by Heck!—Two or three months ago we commented on the introduction of the friendly old game of quoits in the Toledo public playgrounds. But the revival has gone too far. In Cleveland they have been playing exhibition games in front of lighted billboards, doctors have been dragged in to testify to the health-giving qualities of the sport, indoor courts were installed in two buildings, and the Cleveland Horseshoe Pitchers' Association has been formed. Worse than that, Minneapolis statistics show 1,512 players in league and tournament games and 38,696 spectators—a better ratio than that of a football stadium, but tinged with the curse of passive athletics nevertheless. And there is now a National Horseshoe Pitchers' Association, with a national meet and convention. But there is some comfort left in the fact that the first national champion hails from Kellerton, Iowa, population about 5000. The game isn't altogether citified yet.

From *The Survey*, October 15, 1923



With the Superintendents of Recreation at the Recreation Congress

At the Springfield, Illinois, Recreation Congress sessions were set aside daily for the Superintendents of Recreation where they might discuss their mutual problems, consider technical questions and pass on the reports of the committees which had been at work during the year on a number of specific problems.

Many questions were discussed at these meetings, among them the following:

TITLES OF RECREATION WORKERS

Dr. L. R. Burnett, Superintendent of Recreation, Paterson, N. J., presented the report of the committee on standards in titles of recreation workers. The recommendations of the committee, which were accepted by the group, were as follows:

Recommendations

The Committee believes that while there cannot be and need not be absolute uniformity in the matter of titles of recreation workers, it may be helpful to issue a statement representing the consensus of opinion regarding the titles most commonly in use. The following terminology is therefore suggested:

Superintendent of Recreation—the executive in charge of the administration of the recreation system

Assistant Superintendent—the assistant to whom the Superintendent delegates some of his responsibilities and duties

Supervisor—term applied to workers in charge of special activities such as folk dancing, storytelling or dramatics and activities for boys and for girls for a number of playgrounds, or who is in charge of summer playgrounds

Director—term applied to worker in charge of a playground or social center

Play Leader—title given workers who assist the director of a playground in organizing games or in group activity

In connection with the discussion a special vote was taken to the effect that the term "supervisor" was understood to be a much more exclusive term than that of "director."

ATHLETICS

V. K. Brown, of the South Park Commission of Chicago, presided at this meeting at which the subject under special consideration was the interpretation by recreation officials of the term "amateur athlete."

The discussion showed that in most recreation systems the strict ruling of the Amateur Athletic Union is not complied with, only two cities reporting a strict adherence to it, and in most cities a professional in one sport may play as an amateur in other sports. It was further pointed out that there is very little cooperation between the Amateur Athletic Union and recreation officials, and whereas the Amateur Athletic Union ruling is considered official in athletic circles throughout the country, a great deal more is done by municipal recreation authorities than by local A. A. U. groups in promoting the various sports. Since under the present conditions it is necessary for recreation officials either openly to disregard the amateur ruling or to wink at infringements upon this ruling by athletes whom they pass as amateurs, it was voted that a committee be appointed to draw up a resolution expressing the opinion of the recreation group in regard to the definition of an amateur. The following committee was appointed: George E. Dickie, Chairman; Mr. Gourley, Cleveland; Major Griffiths, Chicago, Theodore Gross, Chicago; and William J. Plunkert, Beckley, West Virginia.

At a later meeting of the superintendents of recreation the following resolution was proposed and adopted:

Whereas, the present nationally recognized definition of an amateur is too stringent to meet with the conditions under which the playgrounds of the country operate

Be it Resolved, that the National Amateur Athletic Federation, the Amateur Athletic Union and the Athletic Research Society be asked to study the question with a view to inaugurating a more liberal definition that might be subscribed to by the playgrounds of the country, and that the Playground and Recreation Association of America present this resolution to the National Amateur Athletic Federation, the Amateur Athletic Union and the Athletic Research Society.

PLAYGROUND BALL

H. O. Berg of Cleveland presided at this meeting. H. A. Johnson of Minneapolis presented the report of the committee on rules for playground ball in which complete rules for the game were outlined. A discussion of the report resulted in the adoption of the following dimensions as standard for the game:

A 45-foot base line; a 35-foot pitcher's box and a 12-inch ball; or a 35-foot base line; a 30-foot pitcher's box and a 14-inch ball. It was voted that the "out-seam" ball be adopted with at least a one-inch inside winding of twine or similar material. It was further moved that the manufacturers of athletic goods be notified of the adoption of this ball as official and that a committee be appointed by the "chair" to draw up detailed specifications for the ball. (This committee will be appointed later.) The motion was made and carried that the name of the game be Playground Ball. It was moved that the question of the size of the bat be referred to the committee which will draw up specifications for the official ball.

CLASSIFICATION OF PARTICIPANTS IN ATHLETIC GAMES AND ACTIVITIES

Jay B. Nash, Superintendent of Recreation in Oakland, California, read the report of the committee which is as follows:

The classification of the children of the community together with the classification of the activities to meet the varied needs of these children is one of the biggest playground and school problems of today.

This classification problem has been somewhat confused in the minds of many people with capacity standards, efficiency tests and other problems. While it is important to have classification for individual events for which standards can be set, it is much more important to classify for the team games which carry with them the great social and character values which are so much emphasized on the playground.

REASONS FOR CLASSIFICATION

The reasons for classification seem to be:

- In order to adapt activities to the needs of the individual (This calls for classification of activities from babyhood through to maturity. The selection of the activities depends primarily on yearly mental and physical growth of the child and has deep hereditary and psychological backgrounds.)

- In order to differentiate between the needs of boys and girls above ten years of age

- In order to so organize participants within certain age groups that they may compete with a reasonable degree of fairness from the standpoint of skill and strength (Within this group there will be several problems to determine the classification.)

- Individual differences or needs such as under-development, heart capacity

- The skill of individuals will somewhere have to be considered. In other words the ability of the person—capacity. This is noted within the classification where first, second and third teams are formed, the first naturally having the most skill.

- The problem of classification will also be affected in the groups by interest or incentives. One child may be extremely interested in tennis and yet have no skill.

- The element of actual fairness and safety enter in as one of the big elements in this phase of classification.

With this problem the question is—what type of classification will be adequate to really classify and be such that it can be handled with a minimum amount of clerical effort?

Practically all the standard types of classification have elements in their favor and have weaknesses. These standard types are: (1) Age; (2) Grade; (3) Height; (4) Weight; (5) Efficiency Test; (6) Badge Tests; (7) A combination of several or all of these.

In connection with the efficiency tests it should be noted that probably the reason why classification has been so closely tied up with efficiency tests is because individual activities such as broad jump and dash can be tested and standards set with considerable accuracy, while the same standards and accuracy cannot be attained in connection with individual efforts in team games.

Probably age is the most important element in this group as age in the main determines the mental and physical growth. Weight surely must be considered because otherwise an element of danger would be very prominent. Height element is probably the least important yet in many games it is of great importance.

Recommendations

The recommendations made by the committee are as follows:

- That the three elements which should enter into classification are the following in the

- order of their importance—age, height and weight
- II. That a classification should be made several times a year, for instance, at the beginning of each school semester and at the beginning of the playground season
 - III. That in the case of an isolated playground in a small town or where only summer playgrounds are in operation, a grade-weight classification be made and used within the age groups indicated in the chart drawn up by the committee. It is felt that such an arrangement is necessary in view of the difficulty of ascertaining the exact ages of children on isolated playgrounds.
 - IV. That the Committee continue its study and make a further report another year

The discussion which followed the presentation of the report showed some difference of opinion as to the relative importance of age as the basic point of classification. Dr. Burdick of Baltimore expressed the opinion that with girls age is almost exclusively the basis for classification, since they vary slightly in height and weight, but that with boys whose height and weight vary considerably much additional leverage is secured making it necessary to consider these two factors. There was also some discussion as to whether or not a boy may compete in a higher classification than that in which he is rated.

It was voted as a result of the discussion that the report be accepted as relating to boys only and that girls shall be classified on the basis of age as follows: A, under 12 years; B, under 14 years; C, under 17 years; D, under 21 years.

It was the understanding of the meeting that the Committee shall be added to, so as to include persons who would have contribution to make to a discussion of women's and girls' athletics. It was felt that further study should be made as to the possibility of handicapping and classifying boys in a greater number of events especially in such games as baseball and basketball.

CIVIL SERVICE

C. E. Brewer, Recreation Commissioner of Detroit, presented a report on Civil Service examinations. The report was based on the replies secured from nineteen cities to a questionnaire asking for information on residence limitations, authorities preparing the examinations, the degree of cooperation with recreation officials, relative im-

portance given personality in comparison with training and experience, the method used for grading personality, plans for salary increases, re-appointment of workers and similar matters. The recreation officials were also asked in this questionnaire for an expression of opinion regarding the adequacy of examinations as a test of the applicant's fitness and the changes which they would suggest.

The recommendations made and adopted are as follows:

Recommendations

The Committee believes that in cities where Civil Service has been established, it is the responsibility of both the Civil Service Commissioners and the recreation authorities to work together and set up in addition to present requirements, higher standards, as follows:

1. Extension of residence requirements, particularly for those of the head of the recreation work
2. Greater emphasis placed upon human elements of the applicant in the examination. These elements involved, are: personality, character, social vision, educational qualifications, and a practical personal demonstration of applicant's ability on a playground or in a community center.
3. Probationary period of from three to six months making it possible for recreation superintendents to dismiss incompetent workers
4. An automatic cancelling of the waiting eligible list after one year, if no one has been certified from the list (This should not include a preferred list of workers who had worked and were laid off for lack of work or are on a leave of absence.)
5. Efficiency standards which certified employees are required to meet or else a periodic re-examination.

The Committee recommends that recreation authorities in their relationship with Civil Service commissions do everything possible to bring about a feeling of coöperation which will lead to a greater degree of consultation in the preparation of examinations and other matters relating to Civil Service procedure, and that they work with the Civil Service Commission for standards of selection which recognize the high quality of leadership. It is suggested that the superintendents may bring to the attention of Civil Service

commissions, problems involving the recreation movement by personal conferences with members and also by inviting the secretary of the Commission and other members to be present at meetings where recreation problems are discussed.

It is further recommended by the Committee that superintendents of recreation assume a large degree of responsibility for finding candidates qualified for recreation positions who will apply to take the examinations, if necessary, holding classes prior to the examinations which will better fit the candidates for the examinations. It is believed that one function of the recreation head should always be to arouse interest on the part of those whose natural qualifications fit them for the work and to create an opportunity for training such workers.

It was also decided to include among the recommendations the efficiency rating of playground workers as established in a Chicago city playground. They are as follows: Efficiency marks will be determined upon five qualifications: 1, personality; 2, education; 3, special training; 4, disciplinary; 5, executive.

Personality to be considered under the following factors on a basis of 100 per cent:

Etiquette—forms required by good breeding
Personage—external appearance, figure, air
Tidiness—taste, cleanliness, neatness
Habits—use of tobacco, drinking, language
Disposition—character, temper, humor, mental attitude

Education to be considered under the following factors, on a basis of 100 per cent:

Elementary school.....	75
Secondary school.....	85
College or university.....	90

Special training to be considered under the following factors, on a basis of 100 per cent.:

Practical experience in athletics, gymnasium or games	80
Special course in summer school.....	85
Normal school courses.....	90

Previous teaching experience 5 points added

Disciplinary—Basis of 100 per cent including method of teaching, training, upbringing, correcting and punishing of children

Executive—Basis of 100 per cent including fitness for execution or carrying into effect and ability to govern or direct others to perform or carry out instructions

The total mark of all five qualifications divided

by 5 will determine the average net efficiency rating.

The net efficiency rating may be affected by the following requirements, for which merit or demerit marks are given:

Activity— $\frac{1}{4}$ to 1 point maximum given for carrying on games, coaching, athletic tests, skating carnivals, races, festivals, other than those included in organized programmes. The same to be deducted where no activities are apparent

Reliability—No merits given— $\frac{1}{4}$ to 2 points demerits for tardiness, absence without leave, non-appearance at meetings or at contests, exhibitions, failure to perform or carry out orders

Extra Service—No demerits given— $\frac{1}{4}$ to 1 point given for working extra time or out of hours, taking on extra duties and responsibilities

Competition and Exhibition— $\frac{1}{4}$ to 1 point given for representation in athletic meets, races and other city-wide contests or exhibitions held by others. Demerits for failure to have representation in competitions or exhibitions given by the Bureau

Attitude— $\frac{1}{4}$ to 1 point merit given where co-operation, courtesy, assistance given other than group participation

Demerits given with courtesy, complaints from patrons or public and for willfully or carelessly injuring or curtailing service

Efficiency effects on Salary:

To obtain minimum salary of \$1,500—efficiency must be over 70

To obtain first automatic increase \$1,680—efficiency must be over 75

To obtain second automatic increase \$1,800—efficiency must be over 80

To obtain maximum \$1,920—efficiency must be over 85

Selection or appointment to higher duties and responsibilities, assignment to other grounds, choice of vacation and other advancements will be determined on efficiency rating, seniority of service prevailing only where efficiency ratings are equal.

METHODS OF ATTENDANCE TAKING

The report of the Committee on Methods of Attendance Taking which was presented in the absence of Rodowe Abeken, Chairman of the Committee, by W. G. Robinson of Community Service, was based on letters received from thirty-

four superintendents of recreation who felt that some plan should be devised which would make possible for each city greater accuracy in recording attendance and a better basis of comparison with other communities.

The recommendations presented by the Committee which were adopted by the group are as follows:

Recommendations

It is suggested by the Committee that it is preferable to be conservative rather than over-generous in arriving at the total daily attendance. It is recommended that the method for attendance taking be that of taking an estimate of those present at each session of the play center at the hour when the attendance is greatest, adding the counts to secure the total attendance for the day. A session is interpreted to mean the morning, afternoon and evening period during which the center is open. If the center is open only in the afternoon, one count will be taken; if in the morning and afternoon, two counts.

It was agreed that in recording attendance, the number of spectators and participants should be kept separate. The discussion at the meeting indicated that the majority of those present felt it was neither possible nor advisable to take an actual count of those present, particularly on large playgrounds.

EQUIPMENT

A tentative report on equipment was presented by A. O. Anderson, Department of Physical Education, Wheeling, West Virginia, but time did not permit of discussing the report sufficiently to make possible any definite action.

What about Vacation Time?

It is suggested that after all, if we as a nation are concerned as to the use being made of spare time in America, the greatest amount of spare time for most of the people of our country is during the vacation month, that a large part of this time at present is badly used, that there ought to be some national bureau—at least some place where individuals from all over the country could turn with the assurance that there they could obtain accurate and reliable information.

Most of the advertisements for vacation places are written from the advertising point of view and it is not possible to tell from the advertisement exactly what one will find upon arrival. Would it be possible to have a system of reporting back as to what opportunities for various forms of activity are actually available at different vacation resorts; what conditions prevail? Would it be possible also to have information collected as to what is unsatisfactory over the country as a whole, and to be able to make suggestions to some of those responsible for working out facilities so that hotel keepers and boarding house keepers as well as summer camp authorities could more nearly meet actual needs of those seeking rest and recreation with them?

We shall be very glad indeed to have suggestions from readers of *THE PLAYGROUND* on this problem of how to make vacation time count for most and how information regarding vacation resorts which will furnish the most satisfying kind of recreation can be brought to the attention of those desiring such information.

It is said that superpower could establish a four-hour workday, but some doubt its desirability since young men and women would not know how to use so much leisure wisely. Older people, they say, would, of course, benefit by it. What would youth do with four, five, or six more hours in its day? Follow, as youth always has, its enthusiasms and interests. It would mean time for play out-of-doors and a stronger and finer next generation, night schools turned into day schools, and the opportunity which youth craves put within its reach without prolonging infancy to twenty-three or four, plus the steadfastness that comes from self-support and independence. There might be time, then, for the inventor at his dream and for the artist at his reality; time, even, to be young; and time also to grow old and infallibly wise.

—*Collier's*, November 24, 1923

Financing Community Recreation *

MUNICIPALLY SUPPORTED RECREATION

In opening the discussion on municipally financed community recreation, H. Gundlach of St. Louis, Missouri, traced the development of the work in St. Louis, a community which initiated its recreation activities under private support but which has become so officialized that the individual responsibility to support recreation facilities through taxation was early recognized as well as the obligation of the community to provide such facilities and proper leadership. Division has grown in St. Louis to so great a degree that when the great municipal pageant was given, an expenditure of \$125,000 was planned before there was a cent in the treasury. Leadership and co-operation made the pageant such a success that there was a surplus of \$17,000, which was used to start the municipal opera and theatre.

Much of the discussion centered about methods of securing public funds. It was shown how in Fort Worth, Texas, an amendment to the Charter was passed providing for a special millage tax for recreation and making possible the acceptance of gifts to the city; how a swimming pool was financed by borrowing on note from a bank on the credit of the Park Department, the notes extending over a period of ten years, to be met by receipts kept in a special fund for this purpose; and how in the same city a golf course of 100 acres valued at \$375 per acre is being financed in much the same way, the credit of the city being behind the purchase. That the city's venture has been justified is shown by the fact that in two years receipts from the swimming pool had been \$25,000, and there is every expectation that the golf course will pay for itself.

The experience of Fort Worth led to a discussion of the advisability of charging for the use of recreation facilities. One worker stated it as his belief that as the cost of recreation increases, it will be necessary to secure income from such charges. Another felt that a smaller city beginning its work may have to place a greater dependence on funds secured through this source than does a large city with an established system. A third brought up an objection that putting the dollar sign on recreation, and placing any dependence on admission charges would defeat the securing of municipal appropriations.

*Discussion at Recreation Congress, Springfield, Illinois, October 9th and 10th.

The importance was stressed of analyzing the legal aspects of municipal financing. In one city, for example, where there were five legal jurisdictions to be considered and there seemed to be no way of spending the money without a referendum, the difficulty was solved by securing the authorization under the general or police powers granted the governing body by the City Charter. In the case of a second city, the charter contained a clause to the effect that only citizens of the city could be employed. A special clause, however, allowed the employment of others for expert service by unanimous consent, and a trained director was secured under this clause.

PRIVATELY SUPPORTED COMMUNITY RECREATION

F. E. R. Miller, District Representative of Community Service, in presenting the subject of the Private Support of Community Recreation, emphasized the importance of recognizing the fact that the financing of community recreation means the selling of a commodity. The commodity must be made a visible thing. In the case of a community recreation campaign it is the recreation program. Financial campaigns have been most successful in cities where the program, or the commodity, was as definitely outlined as possible. In an Indiana community, for example, where a campaign for \$8,000 had resulted in securing only \$4,000, Mr. Miller was called in to help. He arranged for a demonstration during the summer by a play leader. The successful program which resulted could be interpreted to the public in terms of definite achievement and was effectively used in the campaign. Photographs were put in the Louisville papers with good effect in Kentucky and Tennessee. In this connection the importance was noted of having on hand photographs which graphically present the program and tell the story.

In a campaign in a Tennessee city the committee had only funds enough on hand for one month. A six months' program involving the expenditure of \$1,600 was presented to the Executive Committee and Board of Directors of Community Service. This they agreed to adopt. It was estimated that the budget meant \$1.50 for each child reached by the work. One member of the Committee volunteered to take responsibility for seventy children and put the question to the others present, "How many will you take?" \$1,000 was raised at the

Executive Committee meeting. Following this a campaign was launched for the year's work with \$3,000 as a minimum budget. Fourteen or fifteen people were appointed on a committee to make up a budget and plan a program. Local clubs and other groups were addressed; the President of the Community Service appealed to his own company and secured \$600. Other industries followed and eighty-one people contributed the \$3,000. The local motion picture house was used for entertainment nights when Community Service gave entertainments to raise money.

During the second year of the work a campaign manager was chosen. He appointed a committee to go out after the eighty-one business men who had contributed the first year. They felt poorer than they did the preceding year and the total collection amounted to \$2,400 with \$1,600 still to be raised. This looked like failure to the Committee but at this point it was suggested that an appeal be made to the salaried people of the community. Mr. Miller made a plea for the work on one of the entertainment nights at the motion picture house, subscription blanks were distributed and \$340 was collected from the audience. With this evidence of the popular appeal of the work, the business men decided to go on with the campaign and organized a committee to secure \$5 contributions from 120 people. A big advertisement was run in the newspaper. Every contributor received a mimeographed semi-annual report of Community Service containing the reports of the Superintendent, a list of the activities and a list of the contributors. The campaign was a great success.

Mr. Miller believes it of fundamental importance to keep in mind the small giver, the employed worker whose gift may not be large but whose interest and participation it is important to enlist.

In general a campaign procedure is as follows:

1. List the large possible givers
2. List the \$5 to \$25 givers
3. Plan to reach the general public

CAUTION: Do not begin with a general \$1 appeal.

The following things are essential:

1. A well-defined program
2. Leadership—the privately maintained community recreation group must realize at all times that it is selling itself and must get before the community. This can be done through publicity in the mail, report of finance, and newspaper advertising
3. Organization of campaign—involving good campaign manager, prospect list and campaign luncheons
4. Recognition of relationship of local Community Service group to National Community Service
5. Publication of program for next nine months—(Some communities have found that essay contests in the high school on "What the local recreation organization has done for Xville" are very helpful)

6. Publicity—through newspapers, theatres, wind shields of automobiles and similar devices.

"One of the richest men of this generation said in personal conversation a few weeks ago, 'If I had my way I would not own so much. We do not own the things we own; the things we own own us and oftentimes they get upon our backs.'

"That certainly is true about society as a whole. We invent automobiles to simplify transportation but in the end automobiles do not simplify life; they complicate it. We invent telephones to make communication easier, but in the end telephones do not make life easier; they make it more complex. We go to the woods in the summer to reproduce a little, if we can, the simplicity in which our fathers lived, and, coming back to the city, for weeks our spirits cry out against things—the obsession and towering dominance of things. For we do not live by things but by meanings, by the inward significance of life, by the resources and purposes of the soul. Many a man, in the midst of modern civilization's externalities, finds himself crying like the ancient Psalmist, 'Bring my soul out of prison.'"

From *The Deepening of Faith*, by DR. HARRY EMERSON FOSDICK.

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ACH piece of MEDART Playground Apparatus has some outstanding features in design and construction which make for greater Safety, greater Service and greater Durability. For example, in the MEDART Giant Stride, the most important feature is the head-piece. It is made with a double set of ball bearings—25 balls at the top and 13 below. This construction allows it to turn smoothly without friction—resists wear—and equalizes the strain no matter from what angle applied.

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At the Conventions

The Eastern District Convention of the American Physical Education Association held at Atlantic City, April 14-16, offered its members a well-rounded program, varied in its practical and inspirational phases. On the practical side there were discussions of secondary school athletics, in which the pros and cons of state-wide tournaments were debated, of athletics for women and girls as well as for men and boys, of the values of swimming, field hockey, football and other sports—all of them topics giving unlimited opportunity for the formulation of standards.

Important as were these discussions, it was exceedingly valuable to have pointed out some of the goals of the movement, the purposes behind all the activities of the physical education program which found expression in such papers as *Fifty and Efficiency* by Dr. Anderson of Yale University, *Character Building in Youth* by Mr. Cameron Beck, Personnel Director of the New York Stock Exchange, *Physical Education in the Light of Modern Psychology* by Dr. Dawson of the International Young Men's Christian Association College, and *The Art of Living* by Dr. Duncan Spaeth of Princeton University. The fundamental values presented by these speakers will long be remembered.

A banquet and a number of demonstrations added interest to the program.

PHYSICAL EDUCATION IN THE LIGHT OF MODERN PSYCHOLOGY

The relationship between physical activities and the intellect was presented at the meeting in a paper by Dr. George E. Dawson of the International Young Men's Christian Association College. Some of the conclusions which Dr. Dawson has reached are important to the thinking of recreation workers.

"The old Greeks," said Dr. Dawson, "conceived of physical education as a part of the general educational program to develop mind, will and body. Gymnastics and music were fundamental to the program. Nothing equally basic by way of relating intellectual life to physical life has since that age been put into effect."

We have thought of the function of physical education from three standpoints—the recreational, the hygienic and the moral. While all these are valuable, none of them come directly in touch with the intellect. We must demonstrate, Dr. Dawson believes, that there is a very direct



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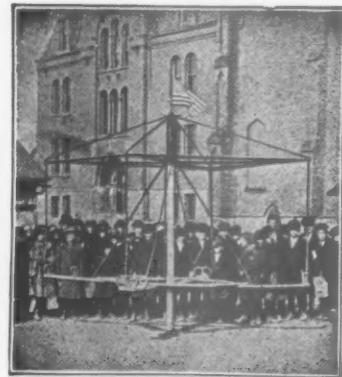
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relationship between the development of motor control and the development of the mind. Our conscious life is in direct proportion to our activities. Sensitiveness increases in direct ratio to activity. It is because we act that we think. Consequently every physical director must regard himself as having part in fashioning the mind of the pupil.

THE EVER PRESENT PROBLEM OF ATHLETICS

Athletics for boys and girls was the subject of much discussion at the meetings. Competitions, dangerous features, evils of commercialism and exploitation and encouraging phases of the athletic program as it is being conducted, were all discussed from various points of view.

William A. Geer of Harvard University opened the discussion with a paper on Secondary School Athletics in which he pointed out the growing tendency in a number of states such as West Virginia, Connecticut and Pennsylvania to get away from inter-school athletic competitions for girls, to discontinue the practice of having girls travel so far away from home that they are obliged to stay away over night, to insist upon girls' rules for basketball games for girls and to have women officials for track and field events for girls.

In discussing athletics for boys Mr. Geer spoke of the necessity for making athletics count for character-building and of formulating standards. The state associations which are being organized, Mr. Geer believes, will be effective in promoting sportsmanship.

Some Unfavorable Tendencies

Some of the unfavorable tendencies which are making a constructive athletic program difficult are pre-season coaching for athletic sports, the playing of post-season games and the mania for state and national championships. Much of the organization in high schools, Mr. Geer feels, is concerned with an athletic program which takes boys away from their groups. There was a time when boys felt there was glory enough in winning the district championship. Now "more worlds to conquer" are held before the boys in the form of state championships, the conducting of which involves travel, expense, absence from classes and often over-strenuous and too many games—all of them bad features.

Another unfavorable tendency in Mr. Geer's estimation is the undue showering of honors on winning teams. The desire of the town to honor the boys often goes to extremes and boys are showered with banquets and trips. Mr. Geer

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advocates as a substitute for this a general meeting at the close of the season which will be in the nature of a sportsmanship rally and in which all the competing teams will share so that the winning team will not have all the glory.

Still another unfortunate feature is the danger of commercialism permeating athletic administration which the system of state championships is tending to increase. The result is insistence on winning teams which will mean large gate receipts. Sometimes boys are obliged to play in several games on one day. Coaches are chosen purely for their ability to produce championship teams, and the whole athletic program is controlled by the town element rather than the educational forces. In Mr. Geer's opinion, all values of competition such as loyalty and sportsmanship can better be developed through local or county championships rather than state.

Encouraging Features

In spite of the evils associated with athletic administration in secondary schools, there are a number of favorable tendencies which Mr. Geer pointed out, among them the following:

Athletics bring out, as nothing else can, an expression of loyalty to school.

Repressive and restrictive athletics are giving way to promotion. As soon as school men recognize in the athletic field the great laboratory for the promotion of citizenship, the present evils will be eliminated.

Many schools are eliminating the professional coach and substituting teacher coaches. Eligibility rules are being developed requiring physical fitness standards, limited schedules and scholarship. "High standards will come," said Mr. Geer, "as soon as school men cease to regard athletics as a necessary evil and think of them as a moral medium."

In the discussion of Mr. Geer's paper representatives from a number of states, notably New York and New Jersey, pointed out that the evils associated with state championships enumerated by Mr. Geer can, to a large degree, be eliminated by restricting the number of games per week which a boy can play and safeguarding the program in other ways. The experience in these states had shown, the advocates of state tournaments felt, that the plan is practicable.

Athletics for Girls and Women

Members of the Committee on Athletics for Girls and Women of the American Physical Education Association reviewed the policies of the

Committee regarding inter-school and intra-school athletics and other features of the athletic program which had been adopted at the conference called by Mrs. Hoover at Washington in April, 1923, and at the meeting of the Committee at the National Convention of the American Physical Education Association held last year at Springfield.

Some of the standards for athletics for girls and women as outlined in a paper on Measuring Efficiency prepared by Miss Agnes Waymen of Barnard College are as follows:

Participation for all

The direction of athletics for girls and women by women

The development of play spirit in women

The development of citizenship through the athletic program

Making athletics extensive rather than intensive, with emphasis on the group rather than the individual

The elimination of intensive competition

The stressing of recreative athletics

The development of a point of view which will make of meets and championships incidents and not ends

The importance of judging coaches by other standards and records

The refusal to commercialize games by gate receipts

Insistence on placing health above winning

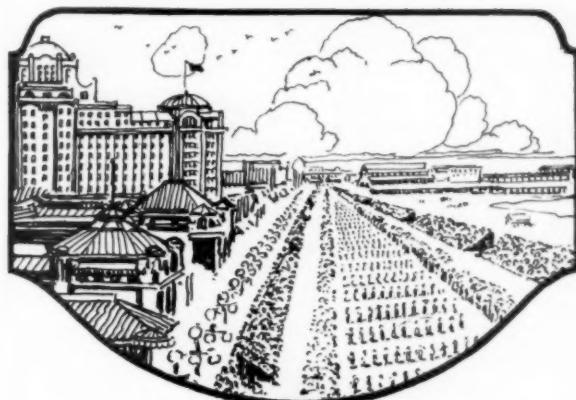
The awarding of letters, banners and insignia rather than commercial prizes

Teaching girls not so much to play the rules of the game as to play the game

Fitting Athletics to Women

Are athletics being fitted to women as they should be, or under our present system are women being fitted to athletics?

This was the important question raised by Dr. Arnold, of the New Haven Normal School of Physical Education, who pointed out some of the anatomical differences between men and women which make it exceedingly unwise for women to attempt many of the activities carried on by men. Woman is smaller than man and this fact in itself confines her to certain activities. Women cannot lift or push as heavy weights as men. Football and activities which mean strenuous pushing and pulling are therefore unwise for women. The fact that woman's extremities are shorter than man's gives her less favorable leverage powers so she ought not to do exercises requiring her to lift heavy weights nor to throw with great velocity.



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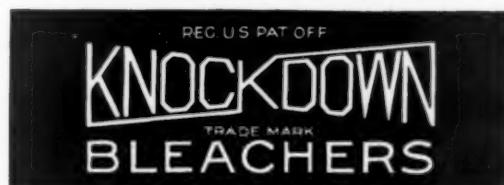
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Knockdown Bleachers are designed for maximum comfort. The seat boards made of high grade fir, are smooth and painted. Foot boards on separate levels provide a rest for the feet where they cannot soil the clothes of those below.

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Shot putting and baseball pitching may be taught woman but she ought not to do them. The leg of the woman has less muscular power than that of the man, hence she does not stand, walk or jump as well as the male. She is not suited to long walks or to jumping. If she does these things she will suffer for them later.

The over-indulgence in outdoor sports and in competitive games, which has characterized the athletic program for women during the past few years, has had a bad effect, in Dr. Arnold's opinion, on the reproductive function of women. If the element of competition can be removed, the athletic program for women can once more be stabilized.

Values in Swimming

In the paper read by Miss Grace Thomas of the central branch of the Young Women's Christian Association of New York, some of the values of swimming were outlined as follows:

Recreation Values—This value ranks very high. About 75 per cent. of the people who swim in winter time are doing it because they want the sport of it. The other 25 per cent. are learning to swim because they, too, want the fun of it. Swimming has this advantage recreationally that it can be learned at any age.

Corrective and Medical Values—Swimming is one sport which exercises all muscles equally. It is an excellent exercise for infantile paralysis patients and people suffering from nervous disorders.

Health Values—Together with the recreational values, the undoubted health values make their appeal particularly to older people.

Life Saving Values—The teaching of life saving develops initiative, courage and responsibility.

Educational Values—An activity to be educational must have definite aims in achievement, development of strength and desire to excel. Swimming teaches confidence and courage.

Values in Hockey

Hockey as well as swimming, Miss Hazel Culberly pointed out, has distinct values. It is excellent in developing team play, teaching as it does the subordination of the individual to the group. The rudiments of the game are easily learned and there are always new developments to be worked out. The health values of hockey make it a good game for schools. It offers the opportunity to develop the highest types of good citizenship—to win without bragging, to realize the handicaps of opponents, to lose without whining and, even



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where losing is seen to be inevitable, to play a plucky game to the finish.

It is important in hockey, as in other sports, to make every effort to control publicity.

THE ART OF LIVING

How to live wisely and effectively, how to get the most out of life and realize its full values, was the chief topic of discussion at one of the sessions.

Efficiency is an important factor in the art of living as described by Dr. Anderson of Yale University. It is that combination of elements which makes it possible for a man to accomplish without undue fatigue his usual tasks. The inefficient man cannot adapt himself to present day demands. The man of fifty may physically resemble either the man of thirty or of seventy. It rests with him to decide which he shall be. Joy in living as well as proper care of the body makes for efficient living.

It is the function of the physical educators, Dr. Anderson pointed out, to develop the mind machinery which will improve the body. Somewhere the intellectual and the physical must square. Physical adjustments are often responsible for mental condition and for many of the tragedies in human life.

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"There must be processes of mental and physical and spiritual adjustments," said Dr. Duncan Spaeth of Princeton University, "to fit the individual for life. The art of living is the art of making adjustments."

Technical education is necessary to train for the useful and productive activities which represent the art of making a living. But what is the use of making a living if life is not worth living?

We must have a different standard of worth, of success. We must do away with false values, with the tendency to judge everything in terms of money. Money can buy a house but not a home. Money can buy books but can wealth buy wisdom? Some of the things which make life most worth living are not the things which can be purchased with money. Money cannot buy a view of mountains or the power to enjoy nature. The capacity for enjoyment is in proportion to the effort you make to secure it. The richest joy often comes with a beautiful view seen after a strenuous climb. A sense of power and joy comes with it which no money can buy. Years spent in wholesome exercise can be years rich in rewards of this kind. Prosperity and happiness do not always go together. Happiness is inside one, and the deeper

one goes in planting the seed of happiness the longer it will last.

A shallow optimism, Dr. Spaeth pointed out, is one of the curses of the present day. The recognition of the tragic element in life does not mean a denial of the richness of life. We must sound the deeper note. A wholesome realism enables the individual to see both the comedy and tragedy of life. "See its height and feel its depth." Sympathy and riches are enriching life by bringing in the minor key.

"While health is not in itself the flower of life," said Dr. Spaeth, "it is the root from which the finest flowers grow."

The subject of *Character Building in Youth* as presented by Cameron Beck, Personnel Director of the New York Stock Exchange, has a very direct relationship with the art of living. In commenting upon Judge Cropsey's statement that 80 per cent. of the crime in New York and Brooklyn is committed by youths under twenty-five years of age, Mr. Beck asked the question, "Why do some go up and others down?" "The answer," he said, "lies in the use of the hours of leisure which are assets for some boys, liabilities for others."

Mr. Beck believes it is part of the responsibility of the employer to instill ideals of honesty into workers—to get boys to thinking on the old fundamental questions of honesty and loyalty. The employer who will do this must be loyal to his employees.

One way in which the New York Stock Exchange is trying to build character is through the recreation opportunities it offers. In order to play on the athletic teams, however, a boy must meet certain service, character and educational standards.

"It's a fine thing to have a trained body but what about character? Character is the boy's capital. It's the greatest thing a man can have."





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in open places Solvay Calcium Chloride should be applied to the surface in order to prevent discomfort caused by dust.

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Book Reviews

THE CONTINUED NEED FOR TEACHERS OF CHILD HEALTH, Health Education No. 16, Division of Physical Education and School Hygiene, Bureau of Education, Government Printing Office, Washington, D. C. Price \$0.05

Giving school children the right start toward health is the subject of this the latest publication of the Division of Physical Education and School Hygiene. Suggestions are offered for a health program involving the weighing and measuring of children and the correction of remediable physical defects, for securing the child's willing cooperation and for making the "rules of the game" attractive. The classroom weight record which is included is a helpful section of the pamphlet.

NEW SONG PLAYS TO OLD TUNES, arranged by Mary Wollaston Wood. Published by A. S. Barnes and Company, New York City. Price \$1.50

"There is much material in the form of rhythmic plays and plays that are imaginative and dramatic," says Mrs. Wood in her introduction, "which is available for use with the children in the lower grades in our public schools. The kindergarten has a great wealth of dramatic and musical material, but with the advance of the child from grade to grade the opportunities for this form of activity seem to diminish. With the need for such play-forms for the upper grades in mind, that is, for the children between the ages of ten and fifteen, these song plays have been devised."

In the process of adaptation a few changes have been made in the lines of some of the songs, but in the main the old favorite songs are presented with music, formations and directions for playing. Duo Art Recordings may be obtained from The Aeolian Company, New York City.

THE NATIONAL PARK SERVICE by Jenks Cameron. Published by D. Appleton and Company, New York. Price \$1.00

This monograph is one of the series being prepared by the Institute of Government Research, which will give a detailed description of each of the fifty or more distinct services of the Government. The history of the national park system which this monograph contains, its activities and organization are exceedingly enlightening in giving the American people a conception of the vast resources represented in the national park and the work of the Government in conserving the parks for the enjoyment of the people.

RURAL PLANNING—THE SOCIAL ASPECTS OF RECREATION PLACES. Farmers' Bulletin No. 1388. U. S. Department of Agriculture. Government Printing Office, Washington, D. C.

A fascinating story is told here of what rural communities throughout the country have done to provide parks, athletic fields, playgrounds, bathing beaches, picnic grounds, camps and other facilities for spontaneous play which will be free from commercialized interests and will make possible a satisfying social life.

SO BIG, by Edna Ferber. Published by Doubleday, Page and Co., New York. Price, \$2.00

Edna Ferber illustrates in her novel, *So Big*, that, in spite of the frequently just accusations that our younger novelists delight in shallow pessimism, there are among them those who dream dreams. No message is more needed in America than that the life is more than meat, the body than raiment. That note is being struck here

and there with encouraging frequency. *So Big* centers a compelling story about the personalities of Dirk de Jong and his mother, Selina. Dirk early chooses the primrose path of easily earned affluence and position, neglecting his talent for real self-expression through architecture. Selina, through heart-breaking struggle and ultimate success on her truck farm, keeps her clear eye and profound feeling for reality. Dirk finally loves a woman who cares more for life in all its aspects than for the trappings Dirk has learned to value. When he asks her why she does not love him she replies that she demands in those she loves a splash of splendor—they may be nine-tenths drab and one-tenth splendid or nine-tenths splendid and one-tenth drab, but never just an even neutral tone. When she meets his mother, of whom Dirk has been tempted to be ashamed, she is enthusiastic about her rich, warm humanity. In a poignant scene, Dirk sees his mother the center of a group composed of his beloved artist, a great artist from France, and a great French general, while he is truly *so big* as his thumb and finger can measure.

The book seems to be in a very real way the book of the leisure time movement, for it puts into story form the underlying meaning of the movement—the exaltation of self-expression, of art, of humanity above the machine, or external evidences of worldly success. Vachel Lindsay has put this message into verse:

"Let every street be made a reverent aisle
Where Music grows and Beauty walks unchained.
Let Science and Machinery and Trade
Be slaves to Her and make Her all in all,
Building against our blatant restless time
An unseen, skilful, medieval wall."

THE GENIUS OF AMERICA, by Stuart P. Sherman. Published by Charles Scribner's Sons, New York. Price, \$2.00

In his fundamental attitude toward life, Professor Sherman belongs to the same school of thought which has given leaders to the leisure time movement in America. He looks for the genius of America, not in a machine, however marvellous, not in the tremendous executive and business achievements of our history, but in the minds and hearts of the people. Man shall not live by bread alone but

"Cheerfully tallying life, walking the world, the real,
Nourished henceforth by our celestial dreams."

In the essay which gives the book its title, Professor Sherman describes a public dinner, where "nine-tenths of the speakers were, as is customary on such occasions, of the sort that editors include when they arrange a series of articles called *Builders of Contemporary Civilization*." "After they had substituted for the present machinery of society a new outfit of the 1950 model," the toastmaster announced, "We have now provided for all matters of first-rate importance. But we have with us one of the literary leaders of the younger generation. . . . I shall ask him to sketch a place in our programme of democratic progress for art, music, literature and the like—in short, for the superfluous things."

After the speech of the literary light—in the very "newest" manner—had given his conception of the place of the arts, the author thus meditates upon "the place of the fine arts in a programme of democratic progress."

"When our forefathers, whom it is now customary to speak of as 'grim,' outlined their programme for a new republic, though they had many more immediately pressing matters on their minds, they included among objects to be safeguarded, indeed, among the inalienable rights of mankind, 'the pursuit of happiness.' It appears that they, like ourselves, had some dim idea that the ultimate end of their preparation was, not to fight the English or the savages or the wilderness but to enjoy, they or their posterity, some hitherto unexperienced felicity. That, at heart, was what sustained them under the burdens and heats of a pioneer civilization, through those years when they dispensed with such ingredients of happiness as musical comedy and moving pictures, and when the most notable piece of imagist verse was Franklin's proverb, 'It is hard for an empty sack to stand

upright'—a one-line poem of humor, morality, insight, and imagination all compact.

"We, too, entertain, we ordinary puritanical Americans, some shadowy notions of a time, when, at more frequent intervals than now, men shall draw in a delighted breath, and cry, 'Oh, that this moment might endure forever!' We believe in this far-off time, because, at least once or twice in a life-time, each of us experiences such a moment, or, feeling the wind of its retreating wing, knows that it has just gone by. It may have been in the spell-bound glow of some magical sunset, or at the sound of a solemn music, or in the sudden apprehension of a long-sought truth, or at the thrill and tightening of resolution in some crisis or in the presence of some fair marble image of a thought that keeps its beauty and serenity while we fret and fade. It may even have been at some vision seen in the multitude of business, of a new republic revealed to the traveling imagination, like a shining city set on the hill in the flash of a midnight storm. Till life itself yields such moments less charily, it is incumbent upon the artist to send them as often as he can."

An English poet wrote,

"The days that make us happy make us wise."

"Why these days? Because in them we learn the final object of all our preparation. These days serve us as measures of the success of our civilization.

"The ultimate reason for including the 'superfluous things'—art, music, literature—in a plan of national preparation is that, rightly used, they are both causes and consequences of happiness. They are the seed and the fruit of that fine and gracious and finished national life towards which we aspire. When the body is fed and sheltered, there remains to be satisfied—as what Puritan does not know?—the inarticulate hungers of the heart, to which all the arts are merely some of the ministers."

Obviously, in such a book, where every other page intrigues the reviewer and calls for marginal commendations, it is not possible to quote all the quotable passages. But he who longs for a good reason and well set forth for the faith that is in him will find it in this volume. The patriot who dreams of a noble citizenship must dream of a noble employment of leisure. The builder of civilization must build not only roads and factories but ideals and appreciation of the good, the true, and the beautiful.

PROBLEMS OF CHILD LABOR, by George B. Mangold, Ph.D., Director of Missouri School of Social Economy. Published by the Macmillan Company, New York City

This revised edition has been necessitated by the volume of facts which have been gathered since the publication of the first edition, by the new developments of methods of social work and changes in the general program.

The *Conservation of Life, Health and Physique, Training and Education, Child Labor, Juvenile Delinquency and Problem of Dependent Children*, are the general headings under which have been discussed all the subjects relating to preventive and constructive efforts in the child welfare program.

The stressing of the value of play as a great constructive force is a significant emphasis in the book. Two chapters are devoted to a discussion of play and the wider use of the schools, and the values of play, facilities for recreation, leadership, administration and similar phases of the play movement are outlined. "Play and recreation have assumed a tremendous importance in the life of the nation. . . . The play movement is alive with tremendous social possibilities. . . . Play will improve the good citizenship of a nation, and therefore become a safe and sane form of social insurance and a guarantee of better government. Its social importance therefore cannot be exaggerated."

The book should be very valuable not only to students in colleges and universities who are taking courses in preventive philanthropy—and this is the group for whom the book is primarily designed—but also to social workers and all interested in child welfare.

SOCIAL PROBLEMS AND SOCIAL POLICY, edited with an introduction by James Ford, Ph.D. Published by Ginn and Company, New York. Price, \$4.00

"It is probable," says Prof. Ford in his introduction, "that during the coming generation Ethics will be wholly re-written by the development of the case method or in the terms of experimental psychology. Social method will almost inevitably be changed because of modifications and growth of statistical theory, psychiatry and economics. The control of heredity will be organized in accordance with the findings of biology. Social legislation will take new form with the more effective interpretation of history and further development of jurisprudence and of political science. Meanwhile men are faced with issues which demand immediate action on their part. Measures must be framed to cope with evil or to promote the good. Something must be done to help the poor, to educate the defective, to reform the criminal and to prevent poverty, defectiveness and crime. The program cannot wait for the findings of a new generation of citizens. *The best of contemporary theories and practice must therefore in each generation be collated and rendered available for utilization.*"

For the present generation Prof. Ford has admirably accomplished this task in his compilation in which theory and practice each finds its place. With the wide range of subject matter covered, the volume represents an encyclopedia of social work to the student and practical worker. Many social psychologists, scientists and executives in the field of social work have contributed to this comprehensive discussion of social purpose and method and problems of defectiveness, poverty and crime.

One of the definitions of terms made by Prof. Ford in his introduction which has most significance for the social worker in laying the foundation for his program and determining the spirit in which his work should be done, is perhaps the statement regarding social methods and social purpose. "Every social measure should be framed with reference to general social policy, and social policy in turn should be framed with reference to a clearly conceived and humanly adequate social purpose. Measures, therefore, for the care of the poor or the prevention of poverty, for the reform of the criminal or the prevention of crime, for the elimination of bad housing or of disease, for the constructive use of leisure time, the elimination of war or the social control of heredity, must involve some ultimate ideal of human perfection. They should involve as well some proximate ideal of immediately achievable betterment which would lead humanity on the way to the fulfillment of its ultimate purpose."

"The achievement of social purpose," Prof. Ford goes on to say, "is dependent upon the utilization of an adequate social method by which aims both proximate and ultimate can be attained. There are three usual steps in the framing of social measures—the first is the discovery and statement of the conditions; the second, the discovery and statement of needs, which involves the formulation of standards or criteria; and the third is the formulation and application of a technique to solve the problem."

THE COOPERATIVE EDUCATION ASSOCIATION OF VIRGINIA. Bulletin 1923, No. 53, Bureau of Education. Government Printing Office, Washington, D. C. Price, \$0.05

Twenty years of service is the record of the Cooperative Education Association of Virginia, the history and development of which are recorded in this pamphlet. Through community leagues—of which in November, 1922, there were 1,675—the Association works for better schools, better health, better roads, better farms, better churches and Sunday schools, better community leadership, better recreation, better care of poor and delinquent, better homes and beauty and cleanliness in the home town.

Under the social and recreation program the following suggestions are offered:

The Leagues

1. Prepare an interesting, attractive program for each meeting.
2. Make the social features of the special days especially worth while.

3. Hold a May or Community Day celebration.
4. Arrange for union Thanksgiving services.
5. Have a community Christmas tree and service, with carol singing.
6. Arrange contests between the young people of your community and other communities.
7. Endeavor to have each family or group of families put in tennis or croquet courts or something similar. Use vacant lots for playgrounds and unused fields for baseball diamonds and football fields. Cooperate with the young people in providing proper and ample playground and athletic space.
8. Hold a reception for teachers each year, or for any new ministers that may come into the community.
9. Secure moving pictures or slides on various topics outlined.

SUGGESTIONS FOR A PHYSICAL EDUCATION PROGRAM FOR SMALL SECONDARY SCHOOLS. Physical Education Series No. 3, Bureau of Education, Government Printing Office, Washington, D. C. \$10

Very valuable indeed is this recent publication of the Bureau of Education, containing as it does a wealth of information on subjects of vital interest to recreation workers, physical directors, coaches and teachers. There are six sections in the pamphlet, classified as follows: Organization and Administration of the Program—Suggestions for the Organization of Seasonal Programs—Suggestions for Organizing and Conducting Athletic Programs—Suggestions for Teaching Athletic Games—Suggestions for Teaching Folk Dances and Water Sports—Suggestions for the Organization and Administration of a Game and Athletic Program for Junior High School Pupils. Not the least valuable part of the book is the appendix containing rules for a number of team games and athletic events, scoring tables and other practical phases of the athletic program.

EVERYDAY CIVICS—COMMUNITY, STATE AND NATIONAL. Charles E. Finch, Director of Junior High School Grades and Citizenship, Rochester, N. Y. Published by American Book Company, Price, \$1.20

In presenting this subject Mr. Finch has combined the strong features of the community civics with the essentials of the sound, older-fashioned treatment of civics in general, especially the origin and functions of the Federal Government. He has made action rather than a mere knowledge of facts the basis of citizenship training. The main topic treated in each chapter is presented at the beginning in the form of a problem. The book is especially suitable for the seventh and eighth grades in the elementary schools and for the civics course of the Junior High School.

THE RELIGIOUS EDUCATION OF PROTESTANTS IN AN AMERICAN COMMONWEALTH, by Walter S. Athearn, E. S. Evenden, W. L. Hanson and William E. Chalmers. George H. Doran Company, New York City. Price, \$5.00

"One of the most notable educational and sociological studies ever made in this country" is the verdict of many technical experts regarding this book on religious education—the first of the three volumes to be issued under the general title *The Indiana Survey of Religious Education*. The facts presented in this volume are based upon a study of churches, Sunday schools and other religious groups made in Indiana by a staff of twenty to thirty workers. The subjects discussed are child accounting, buildings and equipment, finance, organization and administration of religious education in the local church, Boy Scouts and other community agencies, teachers and supervision of teaching, denominational and inter-denominational promotion of religious education. Although the facts collected relate specifically to Indiana, all states can use to advantage the standards, score cards, measuring scales and methods of analysis which have been developed in the Indiana survey.

OFFICIAL ATHLETIC ALMANAC FOR 1924. Spalding's Athletic Library No. 1 R. American Sports Publishing Company, New York City. Price, \$25

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In addition to the listing of records in sports of all kinds, the Almanac contains the official rules for track and field and swimming. It also contains an announcement of a new series of track and field textbooks in preparation; of this series the following are now ready for distribution: *How to Sprint*, *College Athletics*, *Middle Distance and Relay Racing*, and *How to Hurdle*—50c each.

SPALDING'S OFFICIAL BASEBALL RECORD, Edited by John B. Foster. Compiled by Charles D. White. Spalding's Athletic Library, No. 59 R. American Sports Publishing Company, 45 Rose Street, New York City. Price, \$.25

Spalding's Official Baseball Record brings to its readers the story of one of the most interesting and successful of baseball seasons. Here are brought together records so thrilling to the baseball fan, who will find it the most complete record thus far published.

EVERY GIRL'S HEALTH, by Jane Bellows. Woman's Press, 600 Lexington Avenue, New York City. Price, \$.75

This presentation of health in revue, pantomime and song should prove very attractive to girls. The suggestions include a health movie, *Upside Down or Right Side Up* (a health show), *The Dream Chair*, *The Home that Health Built*, a health carnival, Health Week suggestions as they have been worked out in a number of cities, a general health trip, and other features.

The Woman's Press has also issued in the form of stiff sheets figures three inches high (in silhouette form) for use in health theatres. Price, \$.50

Community Recreation in Richmond Indiana

(Continued from page 152)

used the camp for picnics. This summer, through the courtesy of Rudolph Leeds in offering his farm for the use of the girls, the camp will be conducted on a greatly enlarged scale.

The activities for girls and women have included swimming, tennis, golf, skating, bowling, basketball, dramatics and Hallowe'en parties and similar activities. The committee, serving in the capacity of a Girl Scout Council, has promoted the Scout movement. There are six troops of 124 girls who meet regularly once a week.

Men's Activities Department.

Among the activities promoted for the men and boys are tennis, baseball, horseshoe tournaments and basketball.

Holiday Celebrations.

Fifty thousand people took part in the Fourth of July celebration promoted by the Mayor's Committee, with which Community Service cooperated. The Hallowe'en festivities reached 15,000 people. A splendid community Christmas celebration brought out a large number of citizens.

Social Recreation.

A two weeks' recreation institute resulted in

the training of a number of volunteer leaders with whose help 260 social recreation programs were conducted. A recreation leaders' club meets weekly to prepare material and plan for future activities. A Community Service moving picture machine was used at sixty-five places, serving 13,000 people.

Music and Art.

Ten Community Art and Music Nights were held at the Art Gallery. A successful Music Memory Contest was conducted with 15,000 people participating; 5,000 song sheets and 1,500 carol sheets were distributed during the year. Mention might be made of the girls' clubs, women's clubs, clubs for men and boys and industrial classes, which have reached thousands of people.

Richmond believes the community recreation is a good investment!

Nature Study Through Nature Games

(Continued from page 149)

will leave it here. It is hoped that these few games will show how situations which actually exist in nature may be conveniently dramatized and worked into games. Through the playing of these games and through these dramatizations children will gain comprehension of many things which they might not otherwise get. They will have a good time while doing it and they will develop mentally and physically. What further is needed?

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912,

Of The Playground, published monthly at New York, N. Y.,
for April 1, 1924.

STATE OF NEW YORK, ¹⁴³
COUNTY OF NEW YORK,

Before me, a notary public in and for the State and county aforesaid, personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the editor of THE PLAYGROUND, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: Playground and Recreation Association of America,
315 Fourth Avenue, New York City

Editor: H. S. Braucher, 315 Fourth Avenue, New York City
Business Manager, Arthur Williams, 315 Fourth Avenue, New York City

2. That the owner is: Playground and Recreation Association of America, 315 Fourth Avenue, New York City

Present Directors: Mrs. Edward W. Biddle, Philadelphia, Pa.; William Butterworth, Moline, Ill.; Clarence M. Clark, Philadelphia, Pa.; Everett Colby, New York, N. Y.; Mrs. Arthur G. Cummer, Jacksonville, Fla.; F. Trubee Davison, Locust Valley, N. Y.; Mrs. Thomas A. Edison, West Orange, N. J.; Charles W. Eliot, LL.D., Cambridge, Mass.; John H. Finley, LL.D., New York, N. Y.; Hugh Frayne, New York, N. Y.; Robert Garrett, Baltimore, Md.; C. M. Goethe, Sacramento, Cal.; Mrs. Charles A. Goodwin, Hartford, Conn.; Austin E. Griffiths, Seattle, Wash.; J. M. Hankins, M.D., Birmingham, Ala.; Myron T. Herrick, Cleveland, Ohio; Mrs. Francis deLacy Hyde, Plainfield, N. J.; Mrs. Howard R. Ives, Portland, Me.; William Kent, Kentfield, Cal.; Gustavus T. Kirby, New York, N. Y.; H. McK. Landon, Indianapolis, Ind.; Robert Lassiter, Charlotte, N. C.; Joseph Lee, Boston, Mass.; Eugene W. Lewis, Detroit, Mich.; Edward E. Loomis, New York, N. Y.; J. H. McCurdy, M.D., Springfield, Mass.; Otto T. Mallery, Philadelphia, Pa.; Samuel Mather, Cleveland, Ohio; Walter A. May, Pittsburgh, Pa.; Carl E. Milliken, Augusta, Me.; F. Gordon Osler, Toronto, Canada; Miss Ellen Scripps, La Jolla, Cal.; Harold H. Swift, Chicago, Ill.; F. S. Titworth, New York, N. Y.; Mrs. James W. Wadsworth, Jr., Washington, D. C.; J. C. Walsh, New York, N. Y.; Harris Whittemore, Naugatuck, Conn.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner, and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

H. S. BRAUCHER.

Sworn to and subscribed before me this 31st day of March, 1924.

C. B. WILSON.

(My commission expires March 30, 1926).

3,831 Hours to Use Somehow



OME one has figured out that, of the 8,766 hours in an average year, the average boy spends 3,285 hours in bed, 1,000 hours in school, 550 hours at his meals and perhaps, 100 hours in church and Sunday School. That leaves him 3,831 hours in which he is as likely as not out from under the parental roof and out from under the observation of parents and teachers. It is what the boy does with those 3,831 spare hours that is interesting thoughtful grown-ups.

Out of the lives of men who have made good we glean one outstanding fact: most of them made good use of their boyhood. Every time you help some awkward, bored and uncertain boy to find something worth while to do with some of his 3,831 spare hours, you will have done a fine and hopeful day's work for posterity.